MORRIS

Rural Supervision

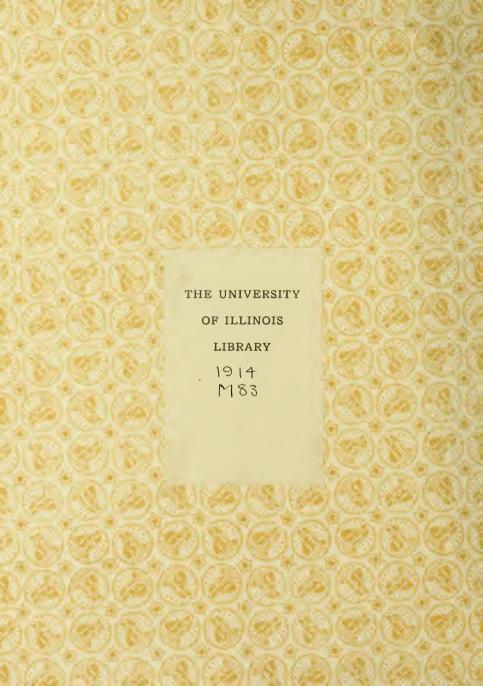
Education

A. M.

1914

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RURAL SUPERVISION

BY

ALICE ELVIRA MORRIS A. B. University of Illinois, 1913

THESIS

Submitted in Partial Fulfillment of the Requirements for the

Degree of

MASTER OF ARTS

IN EDUCATION

IN

THE GRADUATE SCHOOL

OF THE

UNIVERSITY OF ILLINOIS

1914



UNIVERSITY OF ILLINOIS

THE GRADUATE SCHOOL

Jame 5, 1914

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

alice Elina marris Rural Supervision

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE

DEGREE OF Master Jarts

Coffinal In Charge of Major Work

Head of Department

Head of Department

Recommendation concurred in:

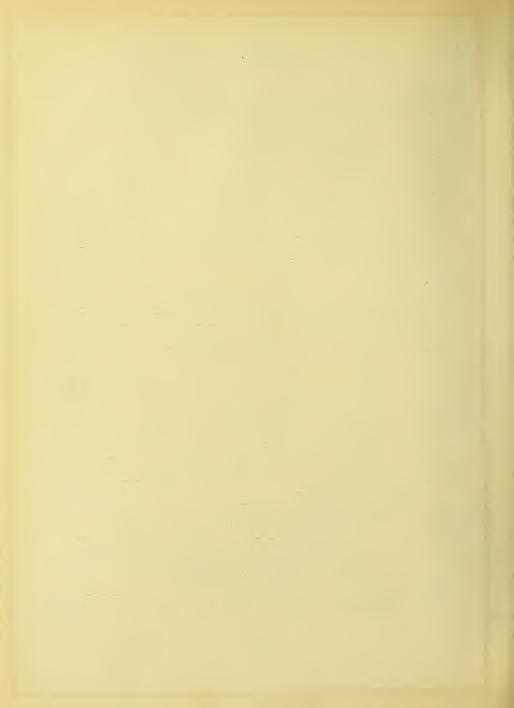
Committee

Final Examination



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Chapter I.

History of School Supervision in a Few
Typical States.

The beginning of school supervision dates back to colonial times. It has grown and developed until nearly every city is under the direction of a superintendent or group of supervisors. While the rural districts have not been so fortunate there is a tendency, beginning as might be expected in the East and extending to the far West, to place all country and village schools under supervision equal to that of the city.

*The history of the supervision of schools in
Massachusetts is similar to that of the other eastern states.

Supervision began with the occasional visits of the clergyman and passed through the stages of the special committee
who looked after all of the schools of the town, the district
system with its prudential committee and one representative
empowered to employ the teacher, to the return to the town
system with its committeemen, who, when their labors increased
and too large a demand was made on their time, appointed one
of their number to give all of his time to supervision.

Since 1902 all towns have been required to employ superintendents. These are paid by both state and town. A. E. Winship
declares that this is the only state which has close expert



supervision for every rural school.

The first school officers of Indiana were either laymen or ex-officio officers. They had charge of the school funds and examined, licensed, and employed teachers. In 1837, there were many school officers but no school-men with well defined duties. This number was gradually reduced until, in 1861, there was only one examiner in a county whose duty was to visit the schools in his county as often as he deemed it necessary. In 1873, the office of county superintendent was created. Since then, says Supt. Cotton, "the supervision of rural schools has meant something, the superintendent makes systematic supervision a large part of his work."*

"The county superintendency of Illinois originated in an official who had nothing to do with the supervision of schools. He was simply an agent to receive and disburse funds from the sale of public lands until 1845 when he was required to be ex-officio superintendent of common schools in his county. In 1865, his name was changed from commissioner of schools to county superintendent of schools with supervision as one of his chief duties." (Illinois School Report 1908-1910, pages 297-3)

California's school superintendent also evolved from the county treasurer.

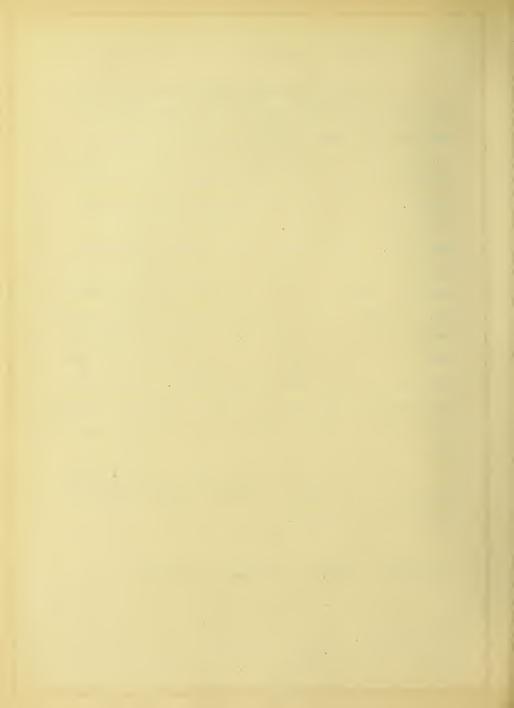
Carl Hartman in Bulletin of Texas University.



*In Texas, the Jesuits controlled the few schools there were in the state until 1820. In 1840. Congress made the county judge and two justices of the peace an ex-officio board of school commissioners with full power to control all school property and to inspect the district schools. In 1854, the county judge was made ex-officio superintendent of schools. His duty was principally to keep books. Trustees were given supervisory authority. From 1866 to 1873, the schools were supervised in turn by examiners, district attorneys, and other numerous inspectors. In 1873, a county superintendent was chosen from one of the members of the County School Board, but three years later this office was abolished and the county judge once more made ex-officio county superintendent. Since 1887, county superintendents may be elected by the county commissioners, but many judges are still ex-officio county superintendents.

The North Atlantic states took the lead in school supervision. The central and western states followed with the Southern in the rear.*

Carl Hartman in Bulletin of University of Texas.



Chapter II

Title of Supervising Officers and
Units of Supervision.

The supervisors or superintendent of the rural schools are known by various names. In most cases, the name depends upon the unit supervised. In Porto Rico, the unit supervised is called a station; in the Phillipine Islands and Virginia, a division; in Vermont, a union; in Ohio, a township; in Massachusetts, a superintendency; in Connecticut and Rhode Island, a town; in Louisiana, a parish; in Alaska, Maine, New Hampshire, New York, and West Virginia, a district; in Hawaii, a department; and in all the remaining states, a county. In Arkansas, the county superintendent is also county examiner, and in Texas 129 of the 247 counties have judges who are ex-officio county superintendents. The unit of supervision of the New England States and Ohio is the town or township. In many instances, however, several of these have united to form a union under one superintendent. West Virginia has both county and district supervision. About one-half of the counties are divided into smaller units called districts, each having its own superintendent. New York, since 1912, has substituted district for county supervision. The size of these districts varies from that of one-eighth to a whole county. Nevada is divided into five divisions and over each of these 18



departments, and over each is a supervising principal.

Number and Sex of Rural School Superintendents.

*There are 3,780 rural superintendents or supervisors in the United States. This includes those of Porto Rico, the Phillipine Islands, and Alaska, and means supervisors of districts less than those of a state.

Of the above number, 3,206 are men and 574 are women, or to express it in per cents, 84.8 are men and 15.1 are women. Of the total number of women superintendents 440 are west of the Mississippi River.*

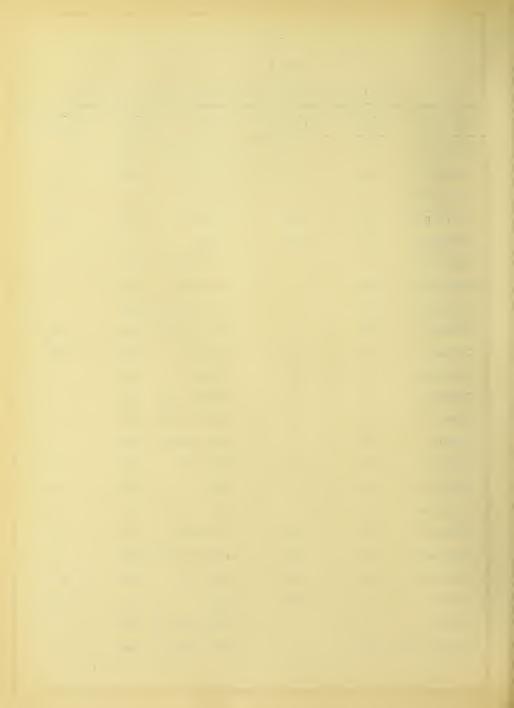
United States Bureau of Education Bulletin 1913, number 46.



Table I.

Rural Superintendents by States and Territories.*

States	No. of Males	No. of Females	States	No. of Males	No. of Females
Alabama	67		Mississippi	79	
Arizona	13	1	Missouri	100	14
Arkansas	82		Montana	1	32
California	38	20	Nebraska	48	44
Colorado	14	48	Nevada	5	
Delaware	3		New Jersey	21	
Florida	48		New Mexico	21	5
Georgia	148		North Carol	inal00	
Hawaii	13	7	North Dakot	a 30	20
Idaho	9	22	Oklahoma	57	20
Illinois	92	10′	Oregon	34	
Indiana	90	2	Pennsylvania	a 66	
Iowa	3 9	60	South Caroli:	na 44	
Kansas	55	50	South Dakota	a 30	
Kentucky	102	18	Tennessee	91	5
Louisiana	65		Texas	238	9
Maryland	23		Utah	27	1
Michigan	69	14	Washington	23	16
Minnesota	57	29	West Virgin	ia 105	1
Wisconsin	54	18	New York	167	40
Wyoming	3	18	Ohio	403	10
Alaska	5		Phillipins :	Is. 38	
Connecticut	13		Porto Rico	41	



Rural Superintendents by States and Territories. (Cont'd)

The same of the sa		THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	A COMPANY OF THE PARTY OF THE P		Control of the Contro
States	No. of Males	No. of Females	States	No. of Males	No. of Females
Maine	78	3	Rhode Island	15	3
Massachusetts	65		Vermont	45	3
New Hampshire	27		Virginia	103	
			Total	3,206	574
			Grand Total	3,780	

^{*}United States Bureau of Education Bulletin 1913, Number 46.

Number changed since the bulletin was printed.

Length of Term.

The length of the terms of rural superintendents ranges from one to five years with a median and an average of two years.*

How Appointed or Elected.

In twenty-nine states, rural school superintendents are elected by popular vote. In eight states they are appointed by the local school boards, and in eight other states by the county boards of education. In five, they are elected by the union boards and in four by the state boards of education. They are appointed or elected in one state each by the governor, parish, board of education, district board of directors, district board of education and county court. The exceptions to the above are found in table 2.

A. C. Monahan in Supervision of Rural Schools in the United States in the Twelfth Year Book, pages 14 and 15.



Table 2*

	Unit of Org	gan-	
	ization for	r Unit of Super-	No. of
	Administrat	tion vision	Counties
Alabama	County	County	67
Arizona	District	n	14
Arkansas	н	п	7 5
Californi	=-	п	58
Colorado	#	n	62
			(8,_
Connectic	ut Township	Township and Union	(1685
		district?	
Delaware	County, dist	trict County 6	3
Florida	County ⁶	n	47
Georgia	County	County	146
Idaho	District	Ħ	27
Illinois	II .	_ #	102
Indiana	Township	п	92
Iowa	District	n	99
Kansas	District	п	105
			119
Kentucky	County, divi	ision ⁹	
,			
Louisiana	Parish 6	Parish ^b	60 ⁷
			(16
Maine	Township	Township and union	2520
244110	TOWNSHIP	district	(550
Maryland	County	County 6	23/2
mas y Lana	County	county	14
Massachus	etts Township	Township and union	354°
massacnus	eccs lownship	district	224
Michigan	District'3		0.0
Michigan Minnesota		County	83
		"	86
Mississip		trict "	79
Missouri	District		114
Montana Nebraska	#	n n	92
Nevada		Supervisory district#	16
Nevada		Supervisory district	10
			(10 ⁶
New Hamps	hire Township	Township and union	(234
Now Homba	urre townsurp	district	(504
Now Ionce	Warmahi n	County	21
New Jerse		touncy	26
New York	o District	C.,	
	"	Supervisory district	100
	olina County	County	
North Dak		CF1CC "	49
Ohio	Township	Township	(88 (1353
			(1323

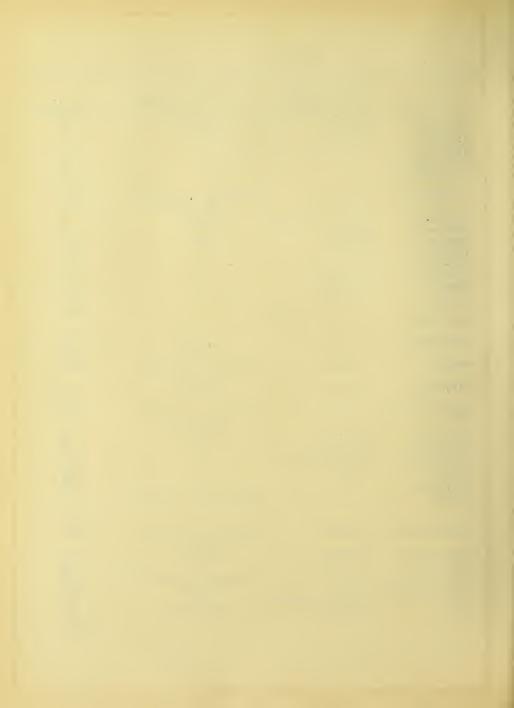


Table 2 (Cont'd)

	Unit of Organ- ization for	Unit of Super-	No. of
	Administration	vision	Counties
Oklahoma	District	County	77
Oregon	Ħ	Ħ	34
Pennsylvania	Township	County	66"
Rhode Island	Ħ	Township and union district	(5 (38 ³
South Carolina	County, distric	t County	43
South Dakota	District	H .	65
Tennessee	County	11	96
Texas	District	Ħ	245
Utah	District'	County	27
Vermont	Township	Township and union	∫ 14
		District	2465
Virginia	Magisterial district	Division ²	100
Washington	District	County	39
West Virginia	Magisterial district2/	М	5 5
Wisconsin	District	County	71
Wyoming	District	11	14

Notes.-Cities and the large towns are independent districts except in the New England states and in Delaware, Florida, Louisiana and Maryland.

Data in this table are for the fall of 1912.

'City and town superintendents in New England are included as their

territory includes the entire township.

By district is meant the single district, usually one school and the territory it serves; by "county, district, "both the county and single district, with the balance of power in the district.

The union district in New England is composed of two or more

townships.

By union board in 5 districts.

Number of townships.

City schools are included in the county systems.

Composed of the township trustees and one trustee from each town.

The township in 24 instances.

The Kentucky county is divided into from 4 to 8 educational divisions; the division holds the balance of power.

10 New Orleans Parish excluded.

"Composed of one or more delegates from each township.

Baltimore City excluded.

The township in the upper peninsula and in 4 townships in the lower The Nevada supervisory districts contain from 1 to 6 counties.

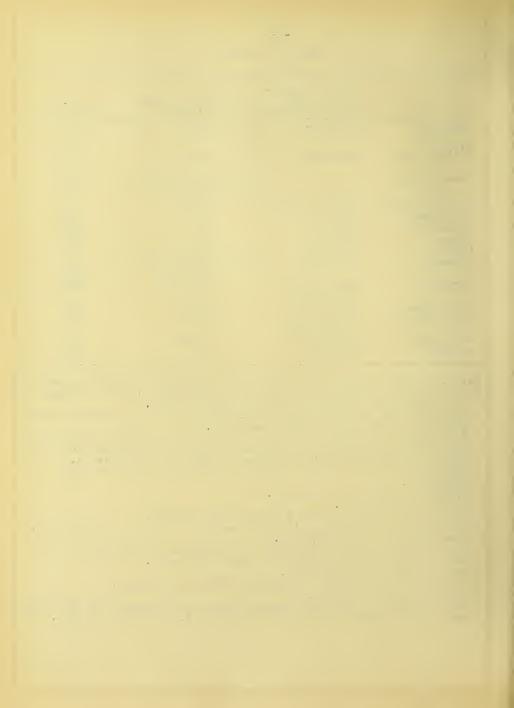
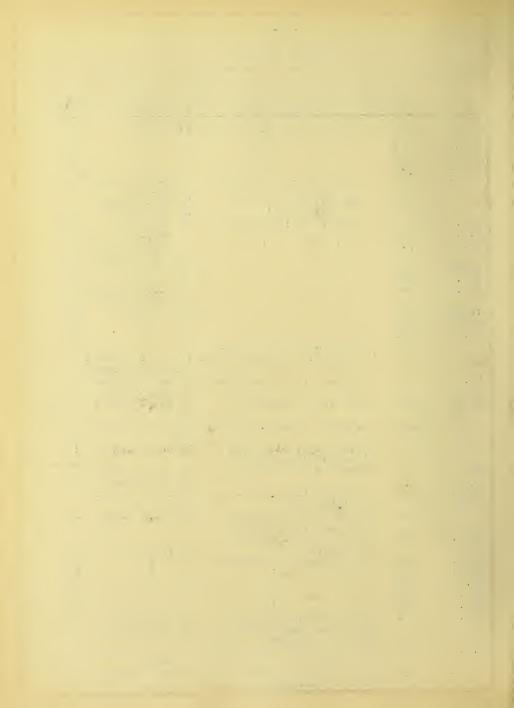


Table 2 (Cont'd)

	No.o	f Su-			
	-			How Appointed	Term in
	Offi	cers visir	ng Officer	or Elected	Years
Ala.	67	County Su	perintendents	By people	4
Ariz.	14	11	N	H H	2
Ark.	14	¥	11	11 11	2
Calif.	58	#	11 11	11 11	4
Colo.	62	71		11 11	2
Conn.	(44		town superin-	" local school	
	43	tende		board	3
	(40		rs (for 97 hips)	By state board of education #	1
Del.	3		perintendents	By governor	2
Fla.	47	H H	n a manual a	" people	4
Ga.	146	11	e e	" county board	_
				of education	4
Idaho	27	H	n	By people	4
Ill.	102	n	п	11 11	4
Ind.	92	Ħ	II .	" county board	
-				of education	4
Iowa	99	Ħ	Ħ	By people	2
Kansas	105	n	#	11 11	2
Ky.	(119	11	Ħ	19 11	4
	(70	•	rs(assistants		
		to county	superintendent	ts)By county boar	.a
La.		D1		of education	
La.	60	Parish su	perintendents	By parish board	4
Maine	(11	City cunes	intendents	of education By local school	
maine	1 **	orty super	Tucandanca	board	1 to 5
	9313	Townshin a	uperintendents	By local school	
	7			board	1
	6 74	Union supe	rintendents	By union board	ī
	•	(for 196 t			
Md.	23	County Sup	erintendents	By county board	
				of education	2
Mass.	(110		own super-	By local school	
	4	intende		board	
	(79		rintendents	By union board	3
364 - 3-	0.0	(for 244 t			
Mich.	83		ool commiss-	D	4
Minn.	86	ioners	anintand	By people	4 2
Miss.	79	county sup	erintendents	n n	4
Mo.	114	n	n	H 11	4
Mon.	29	n	n	и и	2
Neb.	92		H	n n	2
Nev.	5	Deputy super	rintendents	" state board	
			natruction	of education	4
		(for 16 cour			
N.H.	12	City and to	wn superintend-	By local school	
		ents		board	1
	28	Union super:	intendents	By union board	1
		(for 77 town	nships		



	. of Sup-		77 4	,
		of Super-		m in
01	ficers vising	Officer	or elected Y	ears
N. J. 2	County Sup	erintendents	By state com.of education	3
N.Mex. 2	6 "	Ħ	By people	2
New York 20	7 District		" district board	_
		ties)	of directors	5
N.Car. 10			By county board	
			of education	2
N.Dak. 4	9 "	Ħ	By people	2
Ohio (48:	City and t		By local school	
1	tendent			to 3
(38	6 Township s	uperintendents	By local school	
		·	board 1	to 3
Okla 7	7 County Sup	erintendents	By people	2
Oregon (3		11	й и	4
(24			By county board	
		s to county	of education	4
	superint			
Pa. 6	6 County sup	erintendents	By county board	4
			of education'	
R.I. (3		own superin-	By local school	
}.	tendents		board	1
S.Car. 43			By union board	1
S.Car. 43 S.Dak. 61		erintendents	By people 2	to 4
Tenn. 96		"	" county court	2
Texas (178		" (for	" people	2
10200	185 count:		. beobie	2
(60		ges(ex-officio)		
Utah 28	County sun	erintendents :	By people 20	2
(74		own super-	By local board	ī
(intendent		-,	
(49	Union super	rintendents	By union board	1
((for 171 to			
(90	Division su	perintendents :	By state board of	
		counties each)	education	4
Wash. 39		rintendents	By people	2
W. Va. 555	н	Ħ	ппп	4
(58			By district board	4
	(assstants		of education	
Win Dr	superinter		D3 -	2
Wis. 72		erintendents 1	By people	2
Wyom. 14				6

The New Yrok Supervisory district is a county or a part of a county 16 Philadelphia County excluded.

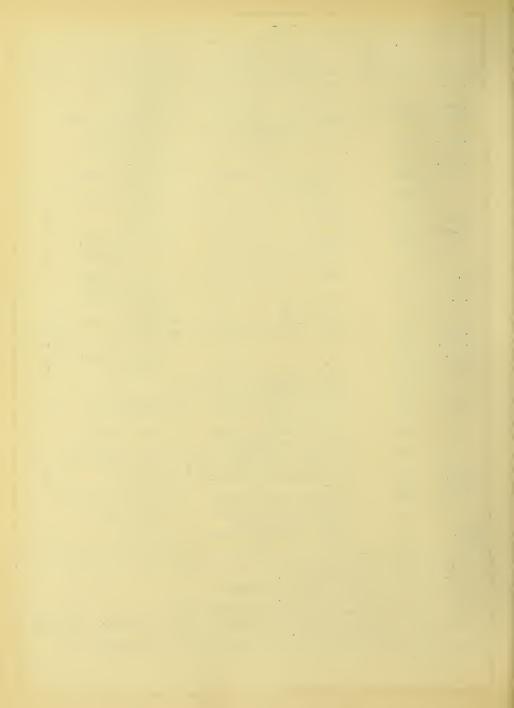
[&]quot;Composed of township school directors.

[&]quot;The county in five instances.

Two superintendents have one-half county each.

Appointed by county board of education in the 5 counties organized on the county-unit basis.

The magisterial district is from one-fourth to one-eighth of a county.



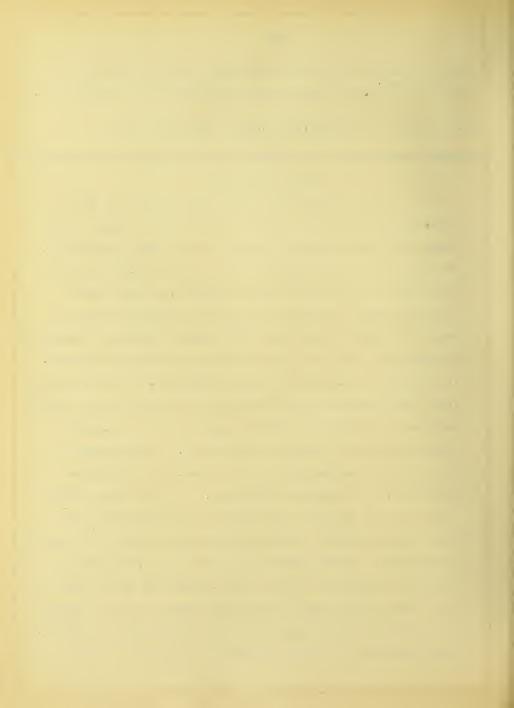
Ninety counties form one division each; 20 counties form 10 divisions.

Tennessee has a few counties with the township or district unit.

A. C. Monahan - The Twelfth Yearbook, pages 14 and 15.

Qualifications*.

"Twenty-three of the forty-eight states and territories require of county superintendents and examiners special educational qualifications, usually a first grade certificate. It would naturally be expected that in those states in which the county official certificates teachers scholastic qualifications would be required, but of the seventeen states in which this power is exercised five, namely, Colorado, Illinois, Maryland, New York and Vermont, make no requirements whatever. In California, although the county superintendent may in certain cases grant temporary certificates and is a member of the county board which examines and grants certificates, no scholastic qualifications are required of him by law. In Tennessee he is required to possess literary and scientific attainments and skill in the practice of teaching. In New Jersey a state certificate is required, and it will be remembered that this is the state in which county superintendents receive the highest compensation. North Dakota requires its superintendents in counties in which the salary is one thousand dollars or more to hold a state certificate of the first grade or to be a graduate of a reputable normal school or higher institution of learning. Superintendents in Indiana must have, at the time of their



election, a thirty-six months' state license, a life license or a professional license. In Wisconsin a special county superintendent's certificate is provided for. Its requirements are the same as for a first grade county certificate and in addition an examination upon school law and the organization, management, and supervision of district schools. This certificate, together with eight months' experience in teaching in the public schools of Wisconsin, constitutes a legal qualification to hold the office of a county superintendent of schools or to teach in any public school in the state for which a first grade county certificate is a legal qualification. The certificate remains in force until revoked by the state superintendent according to law. Five states, while requiring no specific educational qualifications on the part of the county superintendent, do make some provision general in its nature. Florida, for instance, requires only that the superintendent be finfull sympathy with the public educational system of the State. Ten states require experience in teaching. The lowest requirement is eight months. Several of the states require two years. Thirteen states make no provision in regard to the educational qualifications for those who are to supervise their rural schools. The following table will show the educational qualifications of county superintendents or equivalent officials in all the states in which such qualifications are required:

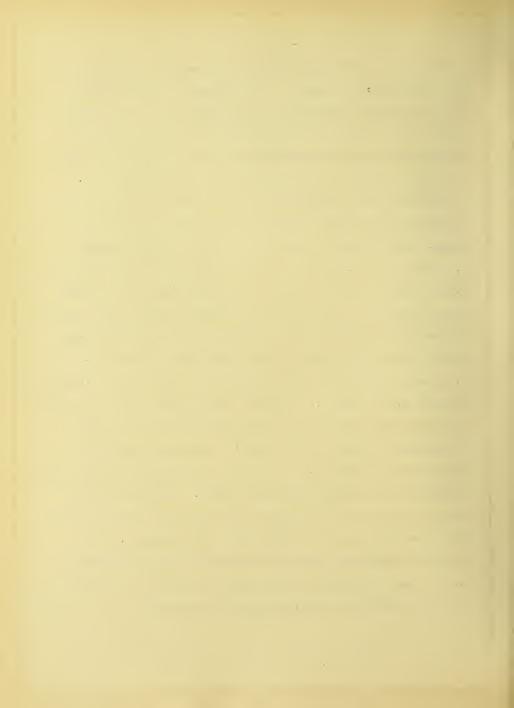


Table III. - Showing the Qualifications of County Superintendents (or equivalent officers) Required in the Several States.

State	Qualifications	
Arkansas Delaware	. Must have attained the age of 25 years, must have taught at least twenty-four months in t county within five years preceding his candidacy, and must hold at the time of his candidacy, a first grade teacher's license, to be approved by the State Superintendent, a professional teach's license, or a state teache license. Must possess good moral character. 2. Must had at least 20 months' experience in teachi	he - r's
Florida	3. Must hold certificate of graduation from s reputable college or normal school, or an un expired certificate of the highest grade grato teachers in this State. 4. Must become a resident of the county for which he is appointed must reside therein during his term of o. To possess good moral character. 2. To be t	ome - nted nted ffic
Coomeia	perate, upright, responsible, competent, and full sympathy with public educational system the State.	of
	 To be examined by president of county board. To stand satisfactory examination, taking in consideration moral character and business quifications. 	to
Idaho.	. To hold first grade certificate. 2. To have taught two years in Idaho, one of which while holding first grade certificate. 3. To be 2 years of age.	5
Indiana	To hold at time of election a thirty-six mon- state license, a life or a professional license. To hold first grade certificate, a state cer-	nse.
Kansas	tificate or a life diploma. To hold professional certificate, afirst gra-	
	certificate or a state certificate or be a guate of an accredited college or normal school. To have taught 18 months.	rad-
Kentucky	. To possess good moral character. 2. To posse ability to manage common school interest efficiently. 3. To possess good English education 4. To be 24 years of age, 5. To bea citizen Kentucky. 6. To have resided two years next preceding election in this State, and one years	i- n. of
	in county for which he is a candidate. 7. To hold state diploma or a state certificate or certificate of qualification of grade of first class county certificate.	a

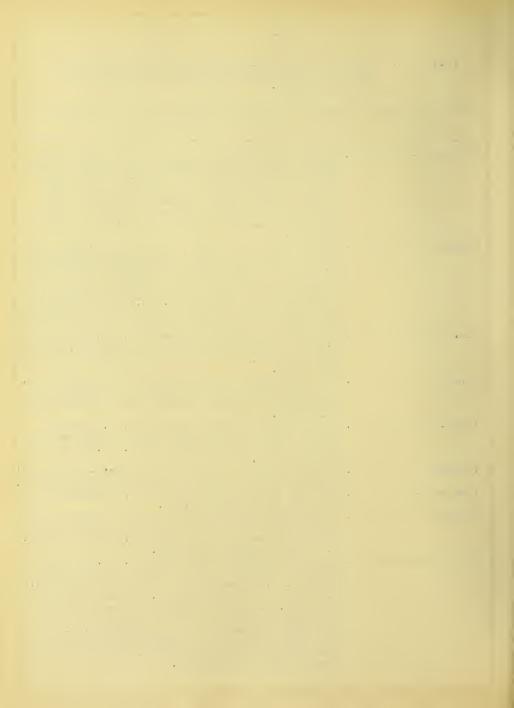
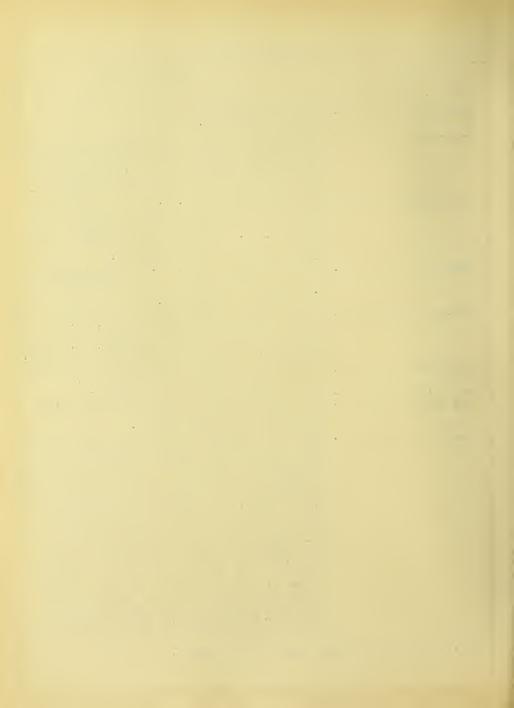


Table III (Cont'd)

State	Qualifications
Louisiana 1.	To possess high moral character and be a practical educator.
Michigan 1.	To have had 12 months' experience. 2. To be a graduate of college, university of state nor-
	mal school, or hold state certificate, or hold first grade certificate which only qualifies the holder to hold office of commissioner in county in which such certificate is granted.
Mississippi 1.	To be 21 years of age. 2. To be a qualified elector and a resident citizen of state four
	years and of county two years preceding his election. 3. To pass an examination on branches required for first grade license and in
Missouri 1.	addition on the art of teaching. To be 21 years of age. 2. To have resided in
	county at least one year prior to election. 3. To hold first grade county certificat, normal or State certificate.
Montana 1.	To hold highest grade county certificate. 2.To be a citizen of the United States. 3. To have
	resided one year in state and one year in county in which he is a candidate. 4. To have
	12 months' successful experience in teaching.
Nebraska 1.	To hold first grade certificate in this state and in force at time of his election.
	To hold state teacher's certificate.
New Mexico 1.	To possess culture and practical experience
	and learning in those branches of education
New York	taught in the public schools. "The law requires that a person chosen to the
NOW TOTA	office of district superintendent of schools
	shall possess two distinct educational qual-
	ifications. First, such a person shall hold c
	be entitled to receive a teacher's certificate
	authorizing him to teach in any public school
	in the State. The following certificates come
	with in this requirement: college graduate
	life certificates, college graduate pro- fessional certificates. college graduate pro-
	TODOLONIAL COLULIACION, COLLEGE STATUATO PIO

fessional provisional certificates, State
Normal College diplomas, state normal school
diplomas, life state certificates. Second,
in addition to holding one of these certificates, a person must also "pass an examination prescribed by the Commissioner of
Education in the supervision of courses of
study in agriculture and teaching the same."*

New York Ninth Annual Report 1913, page 73.



State

Table III (Cont'd)

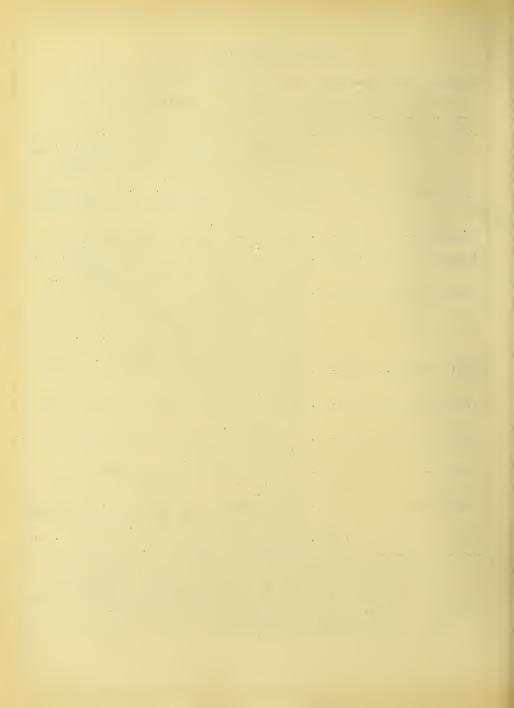
Qualifications

North Carolina
be a man of liberal education and to be otherwise qualified to discharge the duties of his office. North Dakota
otherwise qualified to discharge the duties of his office. North Dakota
duties of his office. North Dakota
North Dakota
grade state certificate or to be a graduate of some reputable university, college or normal school. Oklahoma
normal school. Oklahoma
Oklahoma
graduate of some institution of learning. Oregon
Oregon
hold first grade county certificate, a state diploma or a state certificate. Pennsylvania
state diploma or a state certificate. Pennsylvania
Pennsylvania
from college or state normal school, a county certificate issued one year prior to election or a certificate of competency from the state superintendent. 2. To have had successful experience in teaching within three years of his election. South Dakota
county certificate issued one year prior to election or a certificate of competency from the state superintendent. 2. To have had successful experience in teaching within three years of his election. South Dakota
election or a certificate of competency from the state superintendent. 2. To have had successful experience in teaching within three years of his election. South Dakota
had successful experience in teaching with- in three years of his election. South Dakota 1. To hold first grade certificate or certi-
in three years of his election. South Dakota 1. To hold first grade certificate or certi-
South Dakota 1. To hold first grade certificate or certi-
ficate of higher grade valid in South
Dakota.
Tennessee 1. To possess literary and scientific attain-
ments and skill in the theory and practice
of teaching.
Texas 1. To hold first grade permanent certificate.
2. To possess good moral character and
executive ability.
Utah 1. To hold certificate not lower than grammar
grade. 2. To be qualified elector in
county.
Washington 1. To have taught nine months. 2. To hold stat
certificate or life diploma orfirst grade common school certificate.
Wisconsin 1. To have taught in state eight months. 2.To
hold county certificate.
"The following states have no county superintendents: Connecticut

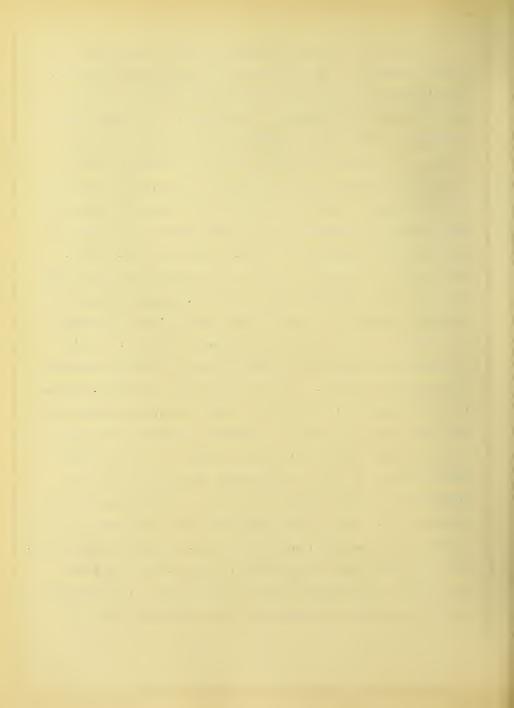
"The following states have no county superintendents: Connecticut Maine, Massachusetts, Nevada, New Hampshire, Ohio, Rhode Island.
"The following states provide no qualifications: Alabama,

Arizona, California, Colorado, Illinois, Maryland, Minnesota, South Carolina, Vermont, Virginia, West Virginia and Wyoming.

(New York has provided qualifications for district superintendents since the above was printed.)



"There can be no doubt that the tendency is towards higher standards of qualifications for county superintendents. This tendency is manifested in the recommendations of state superintendents and legislative committees. The legislative committee of the Louisiana School Board Association, for instance, at a meeting held April 10, 1908, recommended that hereafter no person may be appointed to the office of parish superintendent of education without first having obtained under regulations prescribed by the State Board of Education, a certificate of eligibility or qualification for that office. ! The arguments advanced in favor of this recommendation are that it is the most important office in the educational system; it should be removed as far as possible from political influence and should be made a strictly professional position. recommendations are but the visible signs of a general movement in educational thought. In a general way, says Prof. Cubberley, it may be said that educational opinion has crystallized on the idea that the certification of teachers should be in the hands of professional teachers instead of laymen, and that a county superintendent, or other certificating authority, should be possessed of at least the highest grade of certificate which is issued by him. This is all very good as far as it goes, but it is entirely inadequate to meet the needs of present-day education. Such a system brings to the front only the old and successful practitioner, while what we need is the man who, in addition to successful practice, has secured a broad education and made a



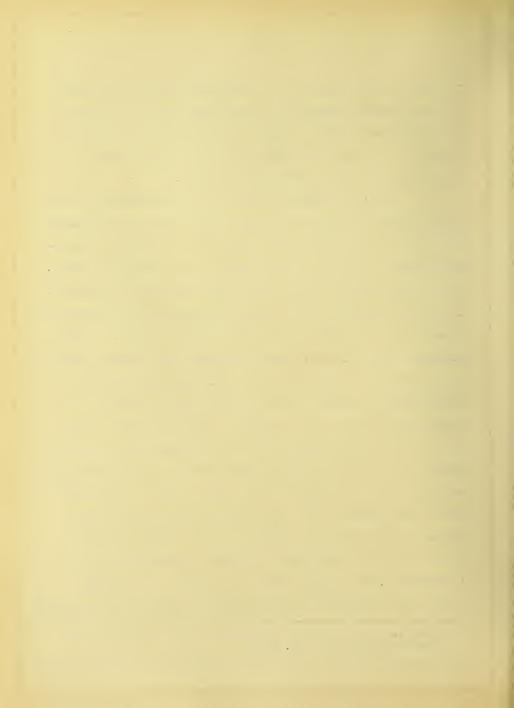
careful study of school administration and educational theory as well. There is no particular fault to be found with the present body of county superintendents as such. They are good enough in their way, and are the best the present system can produce. The trouble, however, is with the system. It produces the successful practitioner who has learned largely by experience and imitation, and not the educational leader who works partly in the light of his past experience but largely in the light of the best educational theory there is on the subject. Too often our superintendents work without any guiding theory of consequence, with the result that their educational work is traditional work and highly conservative, and their main services clerical rather than supervisory, in any broad educational sense of the term. Such work and conditions will not meet the needs of the future in a nation where the changes in the conditions of living, and the consequent modifications of an educational system to meet changed conditions, are taking place as rapidly as they are with us at present. Everywhere our rural schools are calling for leadership and close educational supervision of a new order; but little can be done to answer this call until some important changes are made in our methods of selecting supervisory officers, and the number of these is largely increased. In the judgment of the writer, two fundamental changes ought to be made in our method of selecting men for supervisory positions. Both are of fundamental importance.



The first is the erection of a distinctly higher educational and professional standard for supervisors; and the second is the elimination of the county superintendency from politics, making it an appointive office, with the selection made wholly on the basis of educational ability. *

"In the brief description of the development of the county superintendency in Illinois it was seen that originally the duties of the office were merely those involved in the advertisement and sale of public lands and the loaning of money. Educational duties were assigned later and somewhat gradually. It is not surprising, then, that at the beginning no educational requirements for school commissioners were required. duties of the office were such as any man with ordinary ability could perform. Hence, the law merely specified that the commissioner of schools should be "some good, competent, and responsible person of the county." When the office became an elective one this specification was dropped, and from that time on no scholastic qualifications for the county superintendency have been prescribed in that state by law. That this was in some measure due to the gradual assumption of school duties by that officer or was at least an oversight is indicated by the fact that when the county superintendent was authorized by law to employ with the approval of the county board, such assistant or assistants as he needs for the discharge

Fifth year book, National Society for the Scientific Study of Education, part 2, pp. 67-8.



of his duties, it was provided that 'such assistants shall be persons of good attainments, versed in the principles and methods of teaching, familiar with the public school work, and competent to visit schools.' We thus have the somewhat peculiar condition in that state of requiring certain qualifications on the part of the county superintendent's assistants, while no requirements are demanded of him.

"Now, the office of county superintendent is a distinctly professional one. Since the commissioners of schools were made ex-officio superintendent of common schools in his county his duties have been to a large extent educational, and consequently the office, if not the law, demanded educational qualifications. Today the duties of the office are chiefly educational. The superintendent is expected to be first of all a leader of the educational work of his county. He is a teacher of teachers. He should, therefore, possess at least the academic qualifications of the more advanced teachers of his county. Such qualifications are needed not merely to beget confidence and to give him standing among those with whom he works, although this is important, but also because without them, other qualifications being the same, he is greatly handicapped in his work as a superintendent.

"Being a superintendent of the work of teachers, the county superintendent should know good teaching when he sees it. He will be all the better judge of teaching after he has had experience as a teacher. There should, therefore, be



required of the county superintendent of schools definite scholastic qualifications and also experience in teaching.

ent of schools. He is at the head of the school system of his county and is the mediating agent between the schools and the school officers of his county and the educational authorities of the State. He should therefore be familiar with the school system of the State and with the general principles of school organization and administration. As he usually has appellate jurisdiction in matters of dispute concerning educational affairs in his county, he should be thoroughly familiar with the school law of the State. In a word, he should have the special qualifications naturally to be expected of a professional supervisor of schools.

"In view of the peculiar duties attaching to the county superintendency he should be required to hold a super-visory certificate, the lowest form of which should demand the academic preparation necessary to obtain a first grade county certification and in additional a knowledge of the school system and school law of the State and of school organization and administration.

"This should be required not because prescribed qualifications are absolutely necessary to secure competent school superintendents. The experience of many states shows the contrary. A comparatively high standard of qualifications is in



most states enforced by public opinion. But the time has come when this standard should be generally recognized and expressed in the laws of the states.

"In some of the states in which the county superintendent is elected by the people it is supposed by some that scholastic qualifications could not legally be prescribed for the office of the county superintendent. This is probably an eroneous supposition. Iowa, Kansas, Nebraska, Michigan, Wisconsin, and other states elect their county superintendents, but at the same time they provide the requirement of certain scholastic qualifications. The inference would be that other states might do the same. In Illinois, for instance, the matter is not left to inference. The constitution of that State expressly provides that the qualifications of the county superintendent "shall be prescribed by law".* Fixing the qualifications of the county superintendent, therefore, is not merely something which the General Assembly may do, it is something which it is specifically enjoined to do. Up to the present time, however, no standard of qualification hasbeen prescribed. right of the people to elect their county superintendent of schools', said Bateman, 'should not be abridged, but it seems entirely practicable for the Legislature to require the candidate to possess certain necessary qualifications for the duties of the office, and I respectfully recommend that it be done.' In another place he declared that 'it is a solecism in our school system that while no teacher can be employed, or paid, in any



school in the State, under any circumstances whatever, without due examination and licensure; no conditions or qualifications of any kind or degree are required of the man who conducts the examination, and issues, or refuses to issue, the license. He may be the first gentleman and scholar in his county, pre-eminently worthy to character and attainments; or deplorable lacking in intelligence, scholarship, morality, and refinement - it is all the same in the eye of the law, under the present arrangement. It is submitted that this is neither reasonable nor safe - the wise purpose of the law in requiring proof of the fitness and competency of teachers, is obviously liable to be negatived and nullified in any county at any time. Some evidence of competency and fitness, some tangible proof of reasonable qualifications for the office, and of capacity to discharge its duties, should be made a condition of eligibility to the office of county superintendent of schools. **

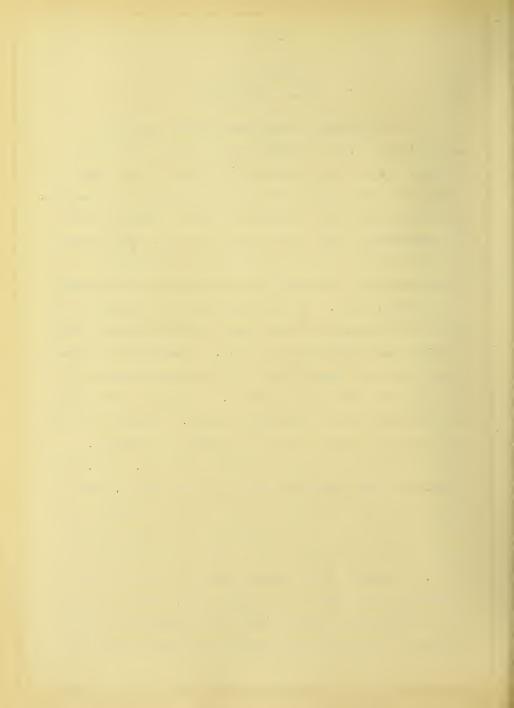
F. G. Blair, Illinois School Report, 1903-1910, pages 315-319.



Chapter III.

Need of This Study.

For some time, fifty years perhaps, there has seemed to be a great disparity between urban and rural education. Should it be so and why is it so? It is easy to place one's hand upon the city superintendent and his teachers. City systems have been compared and rated. Qualifications for teachers have been raised again and again. Supervisors are provided who give their entire time to supervision. These direct the work under them and go about their business in a scientific way. On the other hand, it is believed that most of the states have raised their qualifications for rural teachers and supervisors very little. According to the last census there are almost twice as many children enrolled in the rural as in the urban districts. Because of this, rural education should be as important as urban. One proof of the efficiency of a school is in the literacy of the people. According to the Educational Bulletin, 1913, No. 20, 5.1 per cent of the urban population were illiterate and 10.1 per cent of the rural; this too in spite of all the foreign po pulation of the city. The attendance of the urban school is better and the term longer by 46.4 days each year than the rural. A country child received only 65 per cent of the schooling in days that the city child does. With the exception of mathematics, perhaps, most urban children are better prepared for the high school and the high school pupils for



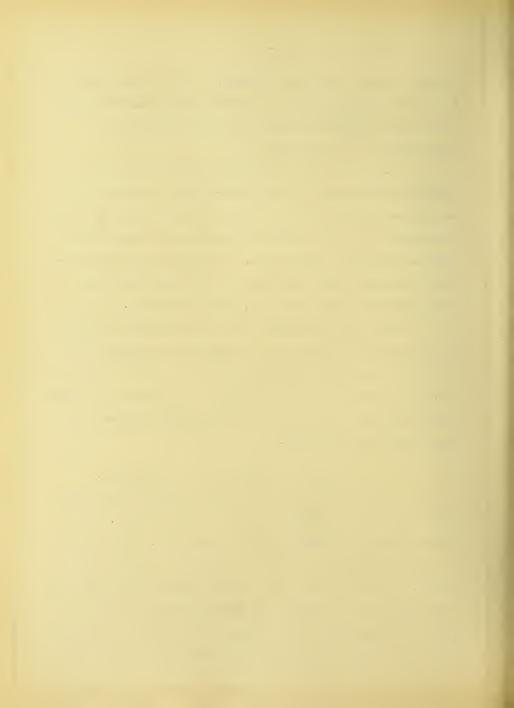
college than are the rural children. How about preparation for life? These country children are not prepared for the life in which they are born or why should there be the great migration to the city?

It is with these facts and theories in mind, together with the idea that the country child is entitled to as good an education as is the city child that this study was undertaken. It is an attempt to diagnose the case first in order to apply the remedy later. Because first hand information has more value than hearsay, these questionnaires were sent to the rural superintendents themselves.

This study was made of the superintendents instead of the teachers, because it is now generally conceded that, "As is the supervisor, so is the school." The old theory, "As is the teacher, so is the school," holds good in isolated and independent districts, but not in systems composed of many schools and districts.

Manner of Obtaining the Information.

Nine hundred and ninety-three questionnaires were sent to the superintendents of the forty-six states. None were sent to the Massachusetts or Connecticut. One was sent to each of the superintendents of Illinois, Delaware, and Nevada. To each of the other states having a large unit of supervision than a township one questionnaire was sent to every fifth superintendent, taking their counties in alphabetical order from the directory published in the United States



Bureau Bulletin 1912, number 20. To the township superintendents, about one to every ten was sent. The lists of the latter were taken from the directories sent by the state superintendents of those states. Because of the small number of superintendents in Delaware and Nevada, one was sent to each, and because it was at first thought to limit our investigation to Illinois, one questionnaire was sent to each of the county superintendents of this State.

Of the number sent, 353 or 35 1/2 per cent were returned. Twenty-eight were from states having township supervision and 325 were from those having larger units of supervision. These replies represent 9 1/3 per cent of the total supervisory force to whom blanks were sent.



Table 4.
Questionnaires returned.

State	No. of replies	State	No. of replies	State	No. of replies
Alabama	3	Maine	9	Oklahoma	4
Arizona	1	Maryland	3	Oregon	2
Arkansas	6	Michigan	9	Pennsylvania	7
California	7	Minnesota	12	S. Carolina	. 1
Colorado	6	Mississippi	5	S. Dakota	9
Delaware	1	Missouri	11	Tennessee	7
Florida	3	Montana	3	Texas	19
Georgia	12	Nebraska	11	Utah	3
Idaho	5	Nevada	2	Vermont	4
Illinois	5 4	New Hampshire	e 4	Virginia	7
Indiana	9	New Jersey	5	Washington	5
Iowa	12	New York	24	W. Virginia	6
Kansas	10	North Carolin	na 12	Wisconsin	9
Kentucky	7	North Dakota	6	Wyoming	1
Louisiana	6	Ohio .	11		

Total number of questionnaires received, 353.

Probable Errors.

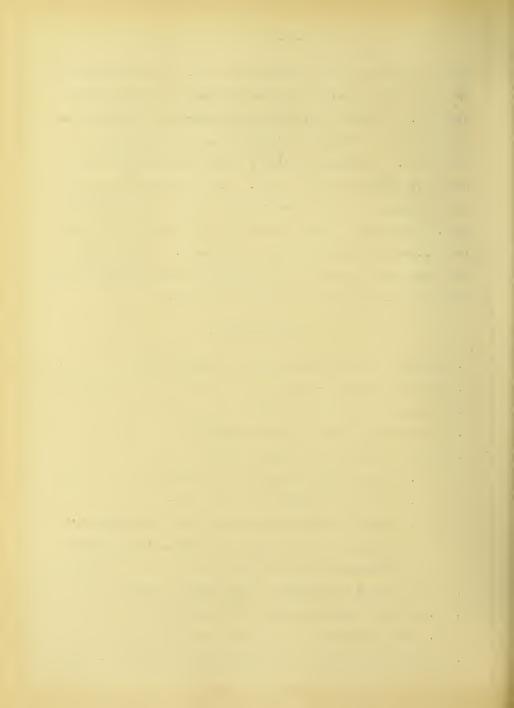
The number of rural superintendents who returned the questionnaires should be fairly representative of all, but the chances are that replies were received from the most ambitious and interested ones.

A few of the questions were not clear to all, e.g. many failed to note "each" in question "29", and others confused the

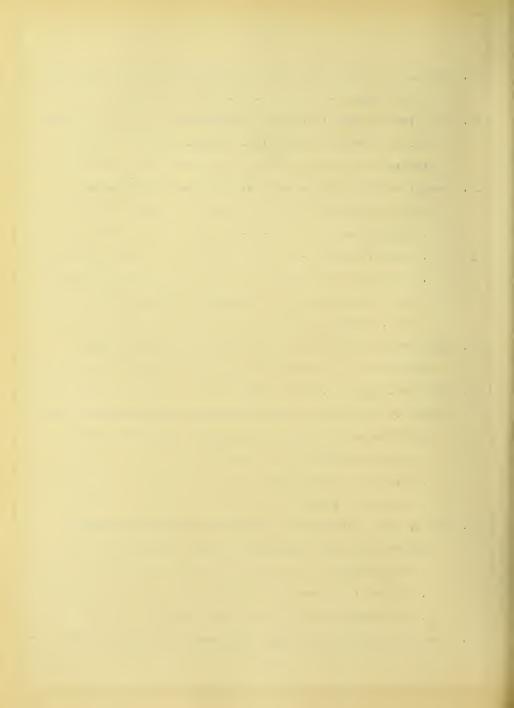


idea of "condition" and "reports" in "30". I considered "35" one of the most important but many failed to make the answer definite. In most cases where the answers were indefinite as from "1 to 3", I took the "1" unless otherwise explained in the tables. Allowances should be made also because of the nature of the information sought. It is impossible for any one to keep all of this in "one"s head" as one superintendent said. There may be some inaccuracies, but perhaps from the large number of cases these may be balanced. At any rate a fair idea may be gained of the composition qualifications, and work of our rural superintendents of schools.

la	erge number of cases these may be balanced. At any rate a
fa	ir idea may be gained of the composition qualifications, and
WO	rk of our rural superintendents of schools.
	QUESTIONNAIRE.
1.	You are a county superintendent in what state?
2.	Male of female?
3.	Your age at nearest birthday?
4.	Your annual salary as superintendent?
5.	Were you born in the United States?
	a. In the state in which you now reside?
	b. In the county where you now live?
	c. If born outside of the county state the number of years
	lived in it before you were elected county super-
	intendent
6.	What language was spoken in your father's home?
7.	a. In what country was your father born?
	b. Your mother?
8.	What was your father's occupation when you began to teach?



9.	How many brothers and sisters, including yourself, were there
	in your family?
10.	Were you married at the time of election? If married, is your
	wife or husband a high school, normal school, or college
	graduate?
11.	Number of years you attended school before election as
	county superintendent?
	a. High school?
	b. Normal school?
	c. College or university?
	al . Major subject in college or university?
	bl . Degree you hold?
12.	What grade certificate did you hold at the time of your
	election?
13.	What grade do you hold at present?
14.	Amount of schooling you have had since your election as county
	superintendent, stated in approximate number of weeks?
	a. Normal school?
	b. College or university?
	c. Extension courses?
15.	Do you make a practice of attending conventions or assoc-
	iations other than those held in your own county?
	b. Sectional?
	c. State?
	d. National?
16.	Your experience in teaching, including the present year:



		Lowest	Highest			
	Years	Annual	Annual			
	Taught	Salary	Salary			
Country school						
Village of town school grades						
Department teacher in grades						
Village or town Principal						
Ward principal						
High school teacher						
High school principal						
Supervisor of special subjects						
Assistant city Superintendent						
City superintendent						
Academy teacher	*****					
Academy principal						
Normal school teacher						
College or university teacher						
County superintendent						
17. What business or profession were you engaged in before election						
to county superintendency?						
a. How many years engaged in it?						
a. City schools?						
b. Town or village?						
c. District one-room schools?						
d. District two-room schools?						
e. Township high schools?						
f Concolidated district cohools?						



19.	How many teachers do you supervise?
20.	Number of visits you make to each teacher each year?
21.	Approximate amount of time spent with each teacher at each
	visit?
22.	Number of teachers you visited last year more than once?
	More than twice?
23.	Number of county institutes held each year?
	a. Length of each?
	b. Average attendance?
24.	Number of township institutes of teachers' meetings held
	each year?
	a. Length of each?
	b. Attendance?
	c. Nature of work done in them?
25.	How many other teachers! meetings held each year?
	a. Their nature or purpose?
	•••••••••••••••••••••••••••••••••••••••
26.	What percentage of your teachers do the Reading Circle work?
	a. What recognition is given for the work?
27.	Do you send circulars to your teachers as a means of improving
	their work?
	a. How many per year?
	b. If possible attach some of them to this report.
28.	What other means do you use for the improvement of your teacher
	during service?



29.	How ma	ny public teachers' examinations do you hold each year?-
	Approx	imate number who take each examination?
	Approx	imate number who receive certificates at each exam-
	ina	tion?
	a.	Number of certificates renewed annually without exam-
	ina	tions?
	ъ.	Number given on college degrees?
	с.	Number given on normal diplomas?
	å.	Upon what condition do you renew certificates without
		examination?
30.	How of	ten do you require written reports of your teachers
	con	cerning:
	â.	Attendance of pupils?
	ъ.	Age of pupils?
	с.	Grades of pupils in various subjects?
	d.	Individual peculiarities and causes?
	e.	Textbooks used?
	f.	Reference books on file?
	g.	Apparatus?
	h.	Daily program?
	i.	Condition of buildings and grounds?
	j.	Other items?
If	you has	ve a blank form to be used by teachers in making this
re	port,	will you please attach it to this statement?
		se is made of these reports?



32.	Do you have a form to aid you in judging teachers when you
vi	visit their class rooms? If you have such a form or
	standards please enclose copies of them or make a statement
	of the items that you give primary consideration to
33.	Number of patrons' or parents' meetings or clubs for purposes
	of improving schools you hold each year?
34.	Number of circulars or other printed articles you send to
	school patrons to interest them in the schools and to gain
	their cooperation?
35.	a. How many days of hours per year do you spend in
	actual supervision of schools?
	t. How many days of hours per year do you spend in
	clerical work, such as making reports to superior officers,
	keeping account of school money, etc?
36.	How many assistants have you?
	a. Number engaged in office work, typewriting, bookkeeping,
	etc?
	b. Number engaged in actual supervision?
	c. What subjects or schools do they supervise?
	d. How much time do they spend in school?
37.	Underscore any of the following that you have emphasized in the
	schools in your county. Also note the year that you
	emphasized each:
	Manual training Play grounds
	Domestic Science Follwoing state courses of stud Vocational training Teaching of morals
	Andrews Argenting Touchting or marges

Agriculture

Athletics

School gardening School decoration Follwoing state courses of stud Teaching of morals Physical training Sex Hygiene Medical Inspection Eighth grade commencements



Flexible grading Flexible grading Midyear promotions School discipline Music Drawing

Oral Composition Use of English Language Oratoricals Public self-government Reduction of amount of homework of pupils.

Add anything not listed. Send material showing your plan and success.

38. Underscore the following handicaps which have seriously impaired the efficiency of your supervision:

Lack of clerical help Low taxes vise. Untrained teachers, inefficient teachers.

Lack of cooperation of school officers Too many schools to super- Disinterestedness of school patrons Politics

Add other causes that should be listed.

39. Underscore things that will in your opinion add most to the improvement of the schools in your county?-

Closer supervision, that is, fewer schools and fewer teachers for one superintendent to supervise
Higher qualifications of teachers
Higher wages of teachers
Better school buildings and

Cooperation of patrons
and teachers
Using school as a socia Using school as a social center apparatus Cooperation of teachers Longer school term.

Add other things you think important -----



Chapter IV.

Composition of the Hural Supervisory Force.

Sex

Of the replies received, 291 or 82.4 per cent were from men and sixty-two or 17.5 per cent from women.

Age.

Their ages ranged from twenty-four to seventy-six years. The average was a little over forty years with a median of thirty-nine. That is, as many were over thirty-nine as were below it. The two largest groups, twenty-two in each, were thirty-seven and thirty-eight years of age. Eleven were less than twenty-seven and twelve were beyond sixty.

Table 5.

Distribution of Rural Superintendents with Reference to Age.

Age	Fre- quen-	Age	Fre- quen-	Age	Fre- quen-	Age	Fre- quen-	Age	Fre- quen-
	су		су		су		су		су
24	2	31	5	38	22	45	13	5 2	4
25	3	3 2	15	39	13	46	8	53	2
26	3	33	19	40	18	47	10	5 4	3
27	3	34	12	41	11	48	7	5 5	6
28	10	35	12	42	12	49	8	5 6	1
29	7	3 6	18	43	15	50	8	57	5
30	11	37	22	44	14	51	6	58	3

 Number reporting
 247

 Median age
 39

 Average
 40



Age	Frequency	Age	Frequency
59	2		
60	2	66	2
61	1	67	
62	2	68	1
63	3	69	
	3	70	1
64		71	1
65		7.6	1

Nativity

In regard to nativity, 341 were born in the United States, 237 in the state and 146 in the county in which they now reside. Of those born outside the county, the length of residence within it ranges from seven, who have lived less than a year, to one, who has lived sixty-two years within it. The average time of residence within the county of those not born there, is 13.9 years, and as many have lived ten years or more as have lived less than that time within the county.

The largest number of superintendents have lived three years in their present county before election.



Table 6.

Distribution of Rural Superintendents with Reference to

Number of years of Residence in Present County when

not born therein.									
Yrs.	Fre- quency						Fre- quency		Fre- quency
0	7	10	11	20	11	30	5	40	1
1	7	11	1	21	3	31	3	41	
2	10	12	2	22	5	32	2	42	
3	14	13	2	23		33	5	43	1
4	9	14	4	24	2	34	1	44	
5	12	15	7	25	6	35	1	45	1
6	10	16	5	26	4	36	3	62	1
7	7	17	2	27	2	37			
8	11	18	4	28	3	38	1		
9	5	19	3	29		39	1	, mang ngaga manga manganakan manga ma	a voo ma ava minimili *****

Native Language.

Three hundred fifty one superintendents answered the question in regard to the language spoken in the father's home. English was spoken in 331 families. In five of these, however, German was also spoken, and in one each Norwegian, Danish, and French. Ten families spoke German; eight spoke Norwegian; one Swiss, and one Swedish. English was spoken in 94.3 per cent of the families and not spoken in 5.6 per cent of them.



Table 7.

Language Spoken in Father's Home.

Language	No. fami- lies	Language	No.fami- lies.
English	323	English and German	5
German	10	" "Norwegian	1
Norwegian	8	" " Danish	1
Swiss	1	" French	1
Swedish	1	nes calcul fins fins nes nes fins has ansame	ring audovele gagellege finds filler sook finds finds filleg selfken

Nativity of Parents.

Both parents of 288 of our rural superintendents were born in the United States, both of thirty-seven were of mixed parentage. Stating this in per cents, 82+ were of native, 10.2 of foreign, and 7.7 of mixed parentage. According to the census of 1910, 67 per cent of our population is of native, twenty-five per cent of foreign, and eight per cent of mixed parentage. Thus the 67+ per cent of our native parents are furnishing 82+ per cent of our rural supervisors and the twenty-five per cent of foreign parents are furnishing only 10.2 per cent of them. There is little difference with the mixed proportions.

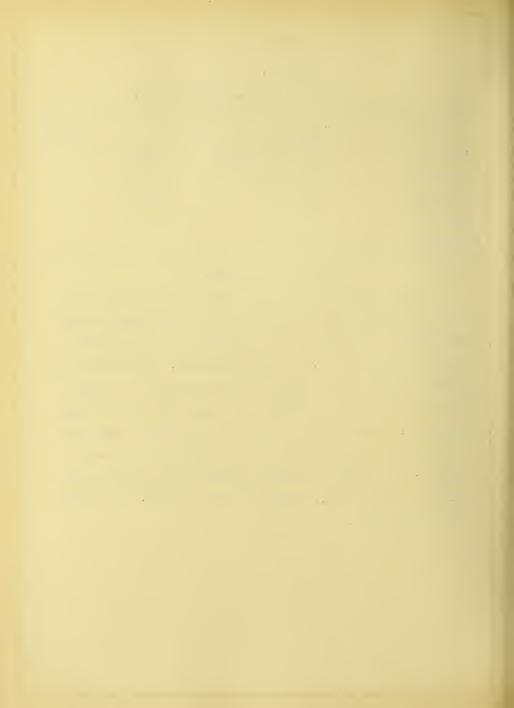


Table 8.

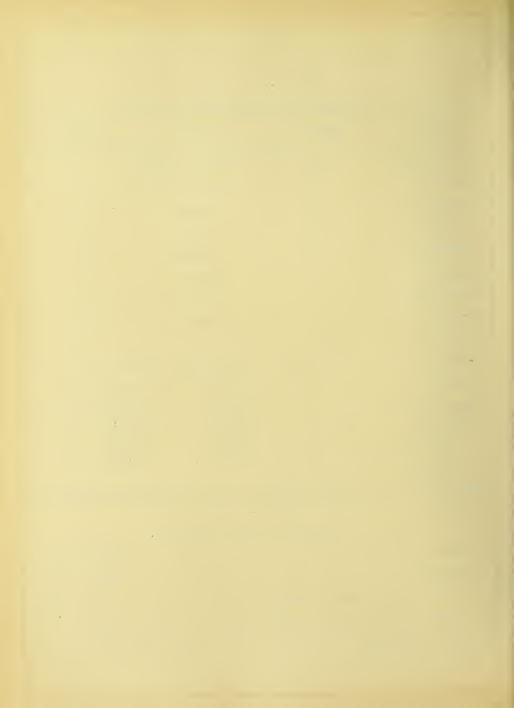
Nativity of Parentage by Countries.

Country	Number	Country	
United States	288	Nother nati	ve,
Norway	7	Father from	1:
England	5	Germany	7
Ireland	5	Norway	1
Scotland	2	England	5
Canada	2	Wales	1
Switzerland	2	Ireland	2
Germany	3	Canada	2
Kussia	1		
Sweden	1	Father from:	Mother from:
Denmark Father native, Mother from Canada Australia Ireland	1 4 1	Germany England Canada	Ireland 1 Scotland 1 Scotland 1 France 1 Germany 1 England 1 Ireland 1
Scotland Scotland Germany	2 1 1	Canada	ireland i

Table 9.

Foreign or Native Parentage.

Native	288 or 82%
Foreign	36 or 10.2%
Father native, mother foreign Mother native, father foreign	9)
Mother native, father foreign	18)
Total reporting	351



Occupation of Fathers.

Of the 351 replies received concerning the occupations of the fathers, 222 had been farmers at the time when the superintendent had begun to teach. Forty-five of the fathers were dead. Only four had been teachers or superintendents of schools. Twenty-seven were childred of professional and thirty-one of business men. It is hard to draw any conclusion in regard to this. Were these people teachers because the farmers had more means to educate their children or was it because the fathers had so little that their children were compelled to seek an early occupation and chose teaching because it was the most accessible occupation?

Table 10.

Distribution of Rural Superintendents with Reference to the Occupation of their Fathers at the time when they began teaching.

Occupations	Number	Per cent
Farmer	222	63.2
Professional	27	7.6
Business	31	8.8
Artisan	16	4.5
Laborer	5	1.4
Retired	5	1.4
Dead	45	12.8

Number reporting - - - - - 351.



Size of Parental Family.

In the distribution of superintendents with reference to the size of their parental families, the number from homes of large families is noticeable. From the 352 reporting, 57.3 per cent came from families of six and over, thus leaving only 42.6 per cent for those from families of from one to five. The average and the median numbers were six children.

Table 11.

Distribution of the Parental Families of Rural Superintendents with Reference to the Total Number of Children in

	each Family.	
Number of children in each family	Frequency	Percentage of Frequency
1 2 3 4 5	13 30 23 38 46	42.6
6 7 8 9 10 11 12 13 14 16 20 24	52 40 36 23 20 15 7 5 1	57.3

Number reported - - - - - - - - 352

Median number of children - - - - 6

Average number of children - - - -



Marital Relation.

Three hundred thirty-seven county superintendents replied to the question with regard to their marital relation. Of this number 210 or 62.3+ per cent were married at the time of their election and 127 or 37.6 per cent were unmarried. Of the latter number six were widows. Only seven of the sixty-two women had been married at the time of their election; 206 of the 210 married superintendents replied as to the graduation of their husbands or wives from a secondary school; 103 or 50 per cent were graduates. Of this number 56 or 27.1 per cent were high school, 15 or 7.2 per cent were normal school, and 21 or 10.1 per cent were college graduates. Several superintendents mentioned that their wives had attended secondary schools but were not graduates.

Table 12.

Distribution of Hural Superintendents with Reference to their Marital Relations at the Time of their Election.

Marital state	Number	Per cent
Married	210	62.3
Unmarried	127	37.6

Number reported -- - - - 337.

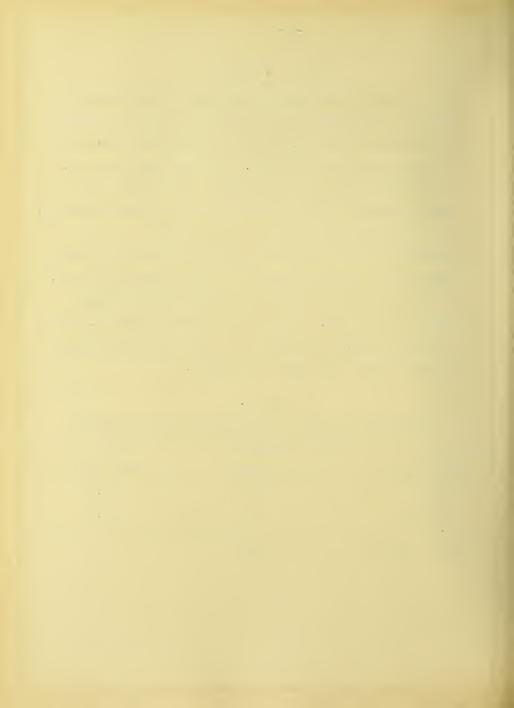


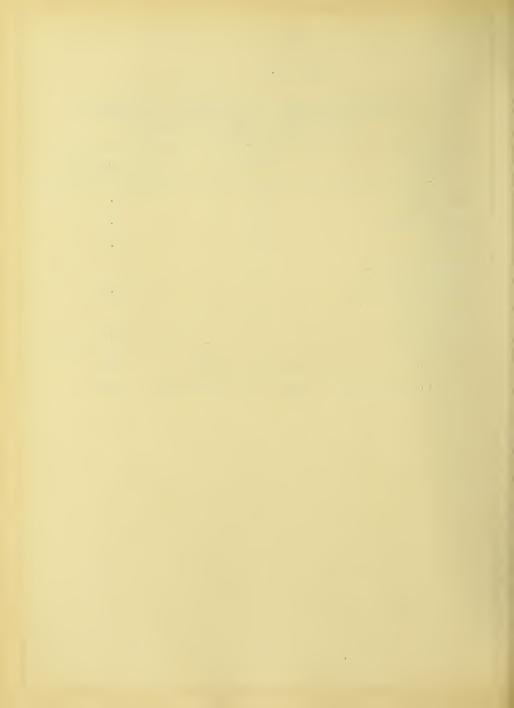
Table 13.

Distribution of Rural Superintendents with Reference to the Graduation of their Wives or Husbands from a School beyond the Elementary Grades.

School	Number	Per cent of Wives or Husbands
High School	56	27.1
Normal School	15	7.2
College	21	10.1
Business college	2	
Music Conservatory	1	1.9
Girls' School	1)	
No name given	7	3.4

No. of married men and women reported - - - - 206

No. of husbands or wives who were graduates - - 103



Chapter V.

Qualification of Rural Superintendents.

Scholarship.

The number of superintendents who reported concerning their secondary school attendance were 338. Fifteen designated no school beyond the elementary grades, and seven had attended a secondary school, but gave no time of attendance. The remainder had attended from a few weeks to seventeen years. The average and median numbers of years of attendance were between five and six and seven respectively. The time and the number attending high school given in this section may not be exact because of the lack of definiteness of a few answers, e.g., one had a doctor's degree and did not state the number of years of attendance either in high school or college. In this case eleven years were counted although it might have been more or less. Several others had college degrees or named a definite number of years attendance in college yet failed to give any high school attendance. In these instances four years were counted for high school if the college attendance seemed long enough to indicate that they had matriculated. Where total years of attendance were given and secondary attendance indicated but no time, all over eight years were counted as secondary attendance, but even when fifteen or twenty years were given as total attendance and no attendance indicated for secondary schools, nome was counted for them. Twenty-nine or 8.8 per cent of the total



number of superintendents had attended high school only; 67 or 20 per cent attended both high school and normal school; 93 or 27.6 per cent attended high school and college; 65 or 19.4 per cent attended all three secondary schools; 34 or 10.1 per cent attended normal school only; 21 or 6.2 per cent attended normal school and college and 25 or 7.5 per cent attended college only. In interpreting the returns, academy attendance was counted as high school, and college attendance includes university attendance. The average number of years of high school attendance was between three and four, and the median was between four and five. Two hundred fifty had attended high school, 181 had attended normal school, and 192 had attended college. These gave the time of attendance, but a few more, not included, said that they had attended secondary schools but failed to state the time. The latter are included in Table 15. The normal school attendance ranged from a few weeks to six years with an average and median of between two and three years. For college, the attendance ranged from a few weeks to eight years with a median and average of from three to four years.

There were 181 major subjects chosen by 140 superintendents. Only 25, however, dealt with their future profession directly in the supervision of schools. Only one had
direct reference to <u>rural</u> supervision. But this is not so
strange when one things of the method of election and the rare
chances of becoming a county superintendent. Twenty-five chose
the classics as majors. This with the mathematics chosen by



30 would very likely be the least useful of the subjects in rural supervision. From the subjects chosen it is evident that many of these people had no idea of ever becoming rural supervisors.

Thirteen different kinds of college and normal school degrees are held by 129 superintendents. The largest number is bachelors of arts, with bachelors of science and masters of art next. Three hold doctor's degrees. Fourteen hold two degrees. Summing up, thirty six per cent of the rural supervisors hold college or normal degrees.



Table 14.

Distribution of Rural Superintendents with Reference to their Years of Attendance in Secondary Schools.

the last time the state of the			
Years of Attendance	Frequency	Years of Attendance	Frequency
0 - 1	6	7 - 8	37
1 - 2	15	8 - 9	48
2 - 3	21	9 - 10	14
3 - 4	29	10 - 11	8
4 - 5	62	11 - 14	6
5 - 6	33	14 - 17	1
6 - 7	51	17 - 18	1

The number that reported definitely enough to estimate the years was 331.

Median number of years, from 6 to 7.

Average number of years, from 5 to 6.

Table 15.

Distribution of Rural Superintendents with Reference to the Secondary School Attended.

School	Requency	Per Cent.
High school only	29	8.6
High school and normal school	67	20.0
High school and college	93	27.6
High school, normal school and college	65	19.4
Normal school only	3 4	10.1
Normal school and college	21	6.2
College only	25	7.5



Table 16.

Distribution of Rural Superintendents with Reference to Years of High School Attendance.

Years of Attendance	Frequency	Years of Attendance	Frequency
0 - 1	2	4 ~ 5	117
1 - 2	22	5 - 6	14
2 - 3	36	6 - 7	1
3 - 4	58		

Number reporting - - - - - - - - - 250 Average high school attendance in years, 3 - 4 Median high school attendance in years, 4 - 5 Where graduation was given this was counted as four year.

Table 17.

Distribution of Rural Superintendents with Reference to Years of Normal School Attendance.

Years of Attendance	Frequency	Years of Attendance	Frequency
0 - 1	25	3 - 4	27
1 - 2	39	4 - 5	31
2 - 3	58	5 - 6	ı

Number attending Normal school - - - - - - - 181

Median years of attendance - - - - - - - 2 - 3

Average years of attendance - - - - - - - 2 - 3



Distribution of Rural Superintendents with Reference to College Attendance.

Years of Attendance	Frequency	Years of Attendance	Frequency
0 - 1	18	5 - 6	13
1 - 2	29	6 - 7	4
2 - 3	35	7 - 8	4
3 - 4	16	8	1
4 - 5	72	a i anggarer dige ann ang gan dige, ann ann alle end enn dan dan dan dissilian find f	ng ann ban arm dan Man den derretet derr derr derr derr disse blen

Number of superintendents reporting - - - - - - 192 Median number of years - - - - - - - - - 3 - 4 Average number of years - - - - - - - - - 3 - 4

Table 19.

Distribution of Rural Superintendents with Reference to Major Subjects in College.

Major Subjects Fr	equency	Major Subjects	Frequency
Language		Law	5
English	30	Social Science	30
Modern	1	Natural Science	26
Classics	25	Vocational	7
Education	13	Music	1
Pedagogy	6	Medicine	1
Psychology	3	Mathematics	30
Teachers course	1		
School administration	1		
Rural administration	1	ers diese dem eine eine eins eins dem dem dem dem diese diese diese des des dem des dem des dem dem dem dem des	- Marie and a community of the State and a sum assessment gains

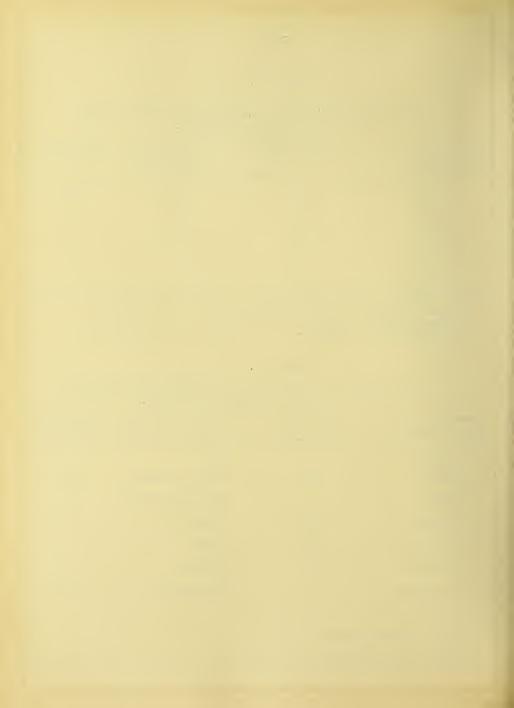


Table 19 (Cont'd)

Number	o f	major	subj	ects .					181
Number	of	superi	nten	dents	having	two ma	ajors		31
Number	of	superi	nten	dents	having	three	majo	rs	5
Number	of	superi	nten	dents	having	major	subj	ects-	140

Table 20

Distribution of Rural Superintendents with Reference to Degrees which they hold.

Degrees	Frequency	Degrees	Frequency
A.B.	58	L.I.	4
B.S.	26	Ph.g.	1
B.L.	6	A.M.	26
B.Di.	5	M.Pd.	1
B.Pd.	10	Æ.E.	1
Ph.B.	8	Ph.D.	3
LL.B.	4		

Number of degrees held - - - - - - - 154

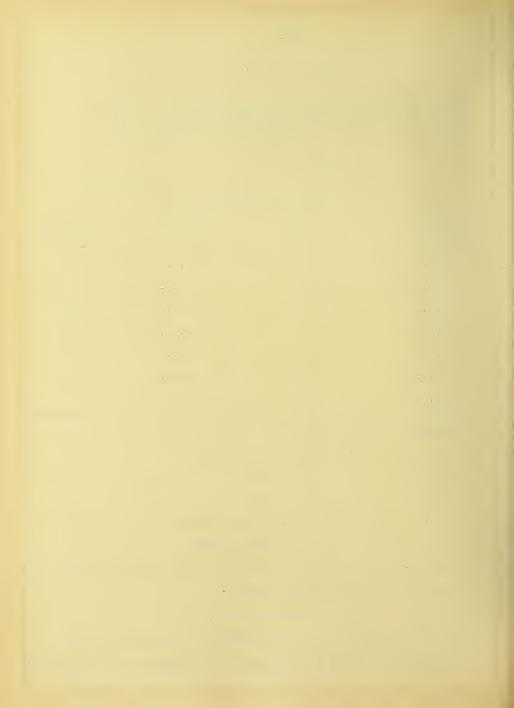
Number of	persons	holding	two	degrees	-	-	-	-	-	-	-	-	14	,
-----------	---------	---------	-----	---------	---	---	---	---	---	---	---	---	----	---

Ħ	19	11	11	three	11	-	-	-	_	-	-	-	-	4	
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Thirty-six per cent of the 353 rural superintendents hold college and normal school degrees.

Certification.

Because of the indefiniteness of the question the answer with regard to certification is likely to be inaccurate.



Forty-three different kinds of certificates were given.

These were classed into five groups. This classification

may be far from correct. When "first grade" was given without

a qualifying term, it was classed as a county certificate.

Special, high school, grammar school, and life were classed

as state certificates. The large number of certificates

other than county is gratifying as well as surprising. Only

two held second grade county certificates. Of those reporting,

42.2 per cent held county and 43.9 per cent held state certificates.

Table 21.

Distribution of Rural Superintendents with Reference to Certification at Time of Election.

the state of the s	
Certificate	Frequency
County	149
State	155
Normal diploma	23
College diploma	13
Superintendent	3

Number reporting kind of certificates ---- 343

Schooling Since Election.

Comparatively few of the rural superintendents have attended school since their election and those who have attended have gone only a few weeks. Only twelve have attended 36 weeks or more. 108 or 30.6 per cent of the different



superintendents attended school or took extension courses. The average number of weeks attendance at normal schools was 16+, at colleges 19+, and for extension courses 21, while the median number of weeks for each, respectively, was six to twelve, six to twelve, and twelve to eighteen.

Table 22.

Distribution of Kural Superintendents with Reference to Attendance at School since Election.

Course	Number
Normal	39
College	38
Extension	34
No designation other than attendance	14
Total	125

Total number who have taken courses - - - - 108.



Table 23.

Distributi	on o	f Hural	Superintendent	s with Reference
to Nu	mber	of Week	s of Work sinc	e Election.

Weeks	Normal Course Frequency	College Course Frequency	Extension Cour Frequency
1 - 6	7	6	3
6 - 12	10	13	7
12 - 18	3	6	3
18 - 24	4	1	2
24 - 30	3	2	4
30 - 36	2		1
36 - 42		2	2
42 - 48		1	
48 - 54		1	
54 - 60	1		
60 - 66	1		
66 - 72		1	1
72 - 80			1
80 - 130		1	
	For Normal Cours	e For College Course	For Extension Course
Median	6 - 12 weeks	6 - 12 weeks	12 - 18 weeks

Attendance at Teachers! Conventions and

19 + " 21 + "

Associations.

16- #

Average

Over half of the rural superintendents attend sectional and state conventions or association. Eighty-three of the number or 23 per cent attend the sectional, state and national associations.



Table 24.

Distribution of Kural Superintendents with Reference to their Attendance at Teachers' Conventions or Associations other than County Institutes.

Association N	umber Attending	Per cent.
Sectional only	6	1
State only	32	9
National (N.E.A.) only	0	
Sectional and State	191	5 4
Sectional and National	2	
State and National	17	4
Sectional, State, and National	1 83	23
None	10	2
No answer	12	3

Number reported - - - - 341.

Experience in Teaching Including the Present
Year of Superintendency.

It seems somewhat remarkable that at least 84.9 per cent of the 353 rural superintendents should have commenced their teaching in country schools proper. This experience should be very valuable in their present work. Seventy-two per cent of the total number may have had work other than in country or village schools if the high schools and academies in which they taught were city schools; if they were not, only 25 per cent have had this broader experience. Seven had taught in a college, fourteen in a normal school and thirty- seven had



been city superintendents. There were eleven who gave no clew to having ever taught. Some of the latter were exofficio superintendents who had been and are now engaged in other business.

The number of years taught in a country school ranged from a few months to 25 years with a median of between four and five and an average of between five and six years. The experience of teaching and superintendency combined ranged from a few months to 44 years with the median falling between 16 and 17 years and the average falling between 17 and 19 years. The tenure extends from a few days to 31 years. The medial was a fraction over four years and the average about the same. The number that reported and gave their terms was 304. There may be some error in calculating the number teaching different schools, e.g., one might teach 4 years in a village school and yet it is a country school and thus have eight years credit given him when he should have only four years.

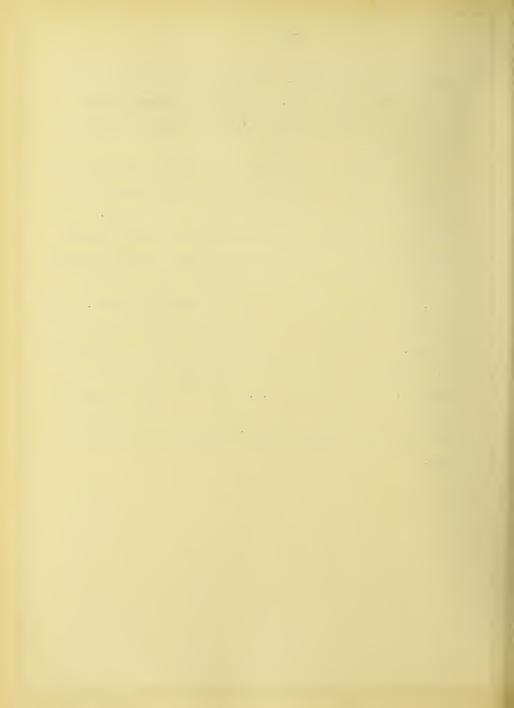


Table 25.

Distribution of Rural Superintendents with Reference to total years of Experience including Teaching and Superintendency.

Years	Fre- quency	Years	Fre- quency	Years	Fre- quency	Years	Fre- quency
0 - 1	3	12	15	23	10	3 4	3
2		13	20	24	6	35	3
3		14	19	25	9	36	2
4	4	15	17	26	6	37	
5	4	16	20	2 7	3	38	1
6	7	17	17	28	3	39	2
7	12	18	9	29	4	40	2
8	10	19	4	30	5	41	1
9	12	20	13	31	6	42-45	3
10	16	21	10	32	1		
11	12	22	10	33	6		

Number reporting number of years - - - - 310

Median number of years - - - - 16+

Average number of years - - - - 17+



Table 26.

Distribution with Reference to Years of Superintendency Alone.

	Y	0	ar	8	Fre- quency	Years	Fre- quency	Years	Fre- quency		Fre- quency		Fre- quency
ı	0	,	-	1	16	6	18	12	6	18	2	24	
				1	20	7	28	13	4	19		25	
				2	42	8	26	14	1	20	1	27	1
۱				3	65	9	8	15	1	21		31	1
۱				4	18	10	9	16	1	22			
ı	_	-	-	5	25	11	9	17	2	23			

Number reporting terms - - - - - 304

Median term - - - - - - - - 4+ years

Average term - - - - - - - - 3+ years

Table 27.

Distribution of Rural Superintendents with Reference to Kinds of Schools Taught.

Schools	Number	Per cent of the 353
	es enga essa unui e un mua mua finsi mua mesa imin fi	tamana nearrita nearrita sedenamenta seritatata nila 600 nila
Country	300	84.9
Village of town grades	111	31.4
Department teacher in grades	101	28.6
Village of town principal	154	43.6
Ward principal	25	7.1
High school teacher	59	16.7
High school principal	7.5	21.2
Supervisor of special subjects	4	1.1
Assistant city superintendent	5	1.4
City superintendent	37	10.4
Academy teacher	14	3.9
Academy principal	7	1.9
Normal school teacher	14	3.9
College or university teacher	7	1.9
Number who never taught or who failed to		
indicate in any way that they had taught.	11	•



Table 28.

Distribution of Rural Superintendents with Reference to Years Taught in a Country School.

Yea	rs	Fre- quency	Years	Fre- quency	Years	Fre- quency	Years	Fre- quency	Years	Fre- quency
0	-1	7	6	22	12	8	18	2	24	1
	1	28	7	18	13	5	19	2	25	1
	2	43	8	18	14	4	20	7	26	
	3	35	9	2	15	6.	21			
	4	39	10	18	16	1	22			
%	5	26	11	5	17	1	23	1		

No. reporting number of years - - - - - 300

Median number of years taught - - - - - - 5+

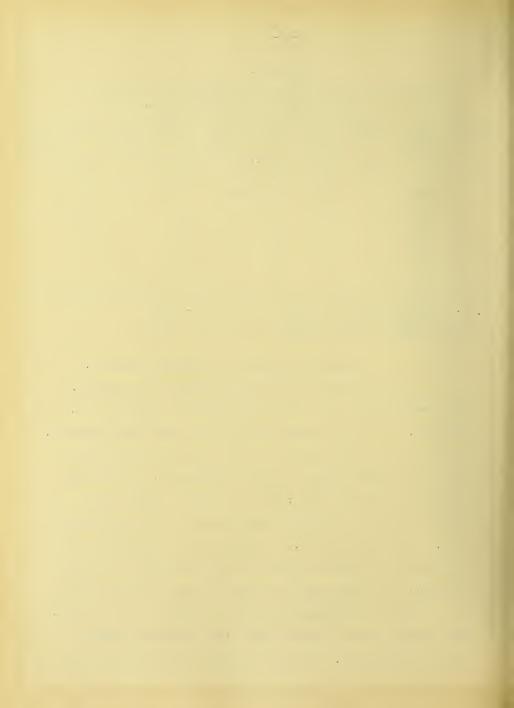
Average number of years taught - - - - - - 5+

Occupation Immediately Preceding Election.

Three hundred thirty nine answered this question.

Two hundred eighty five had been engaged as a teacher or instructor. Ten had combined teaching with some other business.

Forty-four had been engaged in other occupations than teaching - the largest number of which were farmers. Expressing this in terms of per cents: 84+ per cent had taught immediately preceding election or appointment to the superintendency. Add to this the 2.9 per cent who had combined other occupations to teaching gives us 87 per cent of the 339 who reported. Only 278 gave the number of years in which they were engaged in teaching immediately preceding their election. The average number of years which these taught was between twelve and thirteen. Five had taught less than three years



and four had taught from thirty-five to forty-three years.

Three of the farmers had been engaged in that occupation for twenty years.

Table 29.

Distribution of Rural Superintendents with Reference to Occupation preceding their Election.

Occupation	Frequency	Occupation	Frequency
Teacher or Instructor	225	Farmer	9
Lawyer	4	Minister	5
Merchant	5	Housekeeper	4
Postal service	2	Physician	2
Contractor	1	Surveyor	2
Meteorologist	1	Bookkeeper	1
Insurance	1	Electrical Engine	er l
Student	1	Mechanizer	1
Kailroader	1	Town Clerk	1
Farmer and Salesman	1	Mail service and }	1
Farmer and Lawyer	1	Undertaker and Teacher	1
		Farmer and Teacher	8

Number reporting occupations, 339.



Table 30.

Distribution of Kural Superintendents with Reference to Number of Years Experience in Teaching Immediately Preceding Election.

Years	Fre- quency	Years	Fre- quency	Years	Fre- quency	Years	Fre- quency
1-2	2	10-11	21	19-20	2	28-29	2
2-3	3	11-12	18	20-21	12	29-30	2
3-4	4	12-13	25	21-22	2	30-32	3
4-5	8	13-14	14	22-23	4	32-33	3
5 - 6	9	14-15	13	23-24	6	33-35	3
6-7	9	15-16	14	24-25	2	35-36	1
7-8	20	16-17	11	25-26	6	36-39	1
8-9	20	17-18	4	26-27	3	39-43	1
9-10	15	18-19	9	27-28	5	43	1

Number rep	orting experience in	teaching -	om or	 _	 278
Median num	ber of years			 	 12-13
Average nu	mber of years			 	 12-13



Chapter VI.

Salary When Teaching.

Although the lowest and highest "annual" salary was asked for in question "16", so many gave monthly salaries with no number of months taught per year, that it was impossible to estimate fairly the returns to this question. I might say, however, that at least fifty-four began teaching with a salary less than \$200 per year and that twenty-nine taught for from seventeen to twenty-eight dollars per month.

Salary at Present.

The annual salaries received by rural superintendents range from \$25 to \$5000. Sixteen receive less than \$500 and twenty receive \$2500 or more. Fifty per cent receive from \$900 to \$2500. The largest number, 18 per cent, receive \$1500. Those receiving \$100 or less live in sparsely settled districts and have only a few teachers to supervise.



Table 21.

Distribution of Rural Superintendents with Reference to Salary Received at Present Time.

Annual	Salary	Frequency	Annual Salary	Frequency
\$ 25 -	50	1 \$	1200 - 1300	53
50 -	100	3	1300 - 1400	20
100 -	200	2	1400 - 1500	22
200 -	300	3	1500 - 1600	63
300 -	400	2	1600 - 1700	7
400 -	500	5	1700 - 1800	10
500 -	600	6	1800 - 1900	24
600 -	700	8	1900 - 2000	1
700 -	800	12	2000 - 2500	39
800 -	900	11	2500 - 3000	9
900 -	1000	12	3000 - 4000	1
1000 -	1100	17	4000 - 5000	1
1100 -	1200	11	5000	1

Number reporting salaries - - - - - - 351
Median salary - - - - - - - - - - \$1400+
Average salary of those reported - - - - 1416+



Chapter VII.

Work Performed by Rural Superintendents.

Number of Schools and Teachers Supervised.

The total number of schools supervised by the 353 superintendents was 29,087. This includes 148 city, 3,233 town or village, 23,018 one-room district, and 1,917 two-room district schools, 360 township high schools, 43 county high schools, and 368 consolidated schools. The city school supervision is a small item as compared with the rural school supervision, because most cities have their own superintendents independent of the county or township.

The total number of teachers supervised is 44,383.

All but nine superintendents reported upon this point. The average number of teachers for one superintendent is 129.

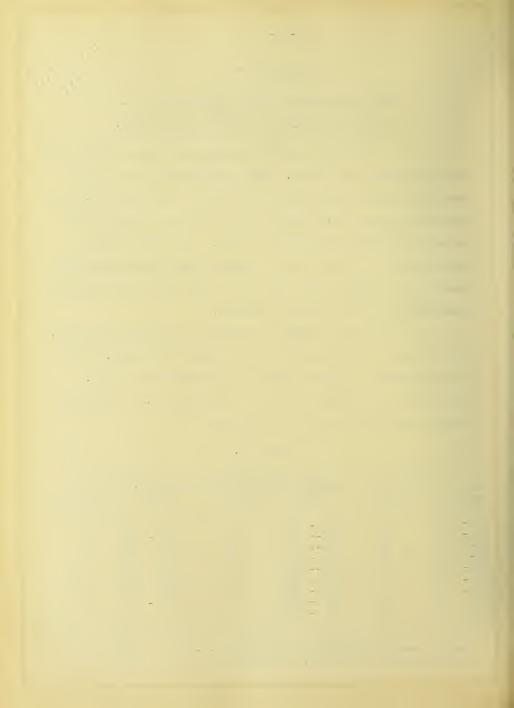
Fifty-one per cent have from 50 to 125 teachers. The largest number have between 50 and 75 teachers.

Table 32.

Distribution of Rural Superintendent with Reference to Number of Teachers Supervised.

Number		Frequency Number		Frequency Number		Frequency
1 - 25 -	_	19	225 - 250 250 - - 275	14	450 - 475	7
50 75	75	51 48	275 300 300 - 325	6 2	475 = 500 500 = 525 525 = 550	1
100 -		46	325 350 350 - 375	3	550 - 575 575 - 600	1
150 - 175 -		32	375 - 400 400 - 425	3	600 - 625 625 - 630	_
200 -	225	14	425 - 430			

Number of superintendents reporting -----344 Median number of teachers supervised -----100-125 Average number of teachers supervised -----129.



Number of Visits to Teachers.

All but sixteen reported the approximate number of visits made to each teacher annually. Those making the largest number of visits are township supervisors. Over half of the superintendents visit their teachers from one to three times per year while 22 per cent visit them at least not more than once a year. 275 or 77 per cent visited some of their teachers more than once last year. The number of teachers each visited more than once varied from one to 200. The total number thus visited was 11,013 or 24 per cent of the 44,383 teachers supervised. Sixty-four superintendents visited all of their teachers twice and fortyeight visited all of them three or more times. 217 or 61.4 per cent visited some of their teachers three or more times. The total number thus visited was 5,223 or 11.7 per cent of the total number of teachers supervised.



Table 33.

Distribution of Rural Superintendents with Reference to Visits made to each Teacher per Year.

The second secon	Fre-		Fre	per-, Germi 1 840 - Millio Millio Mirro - Georg Cittis Georg Georg	Fre-	na gren gan gar gar gar till for till skandam til	Fre-
Visits	quency	Visits	qu ency	Visits	quency	Visits	quency
1	76	2	40	4	6	10 - 15	1
1 - 2	41	2 - 3	27	4 - 5	3	10 - 20	1
1 - 3	60	2 - 4	5	4 - 12	1	12	1
1 - 4	8	2 - 5	4	5 - 6	2	15	2
1 - 5	2	2 - 6	2	6	4	15 - 20	1
1 - 6	2	3	15	7 - 12	1	16 - 20	2
1 - 7	1	3 - 4	8	8 - 10	1	18 - 36	1
1 ~ 8	1	3 - 5	3	8 - 12	1	25 - 30	1
1 - 10	1	3 - 10	1	9 - 20	ı		

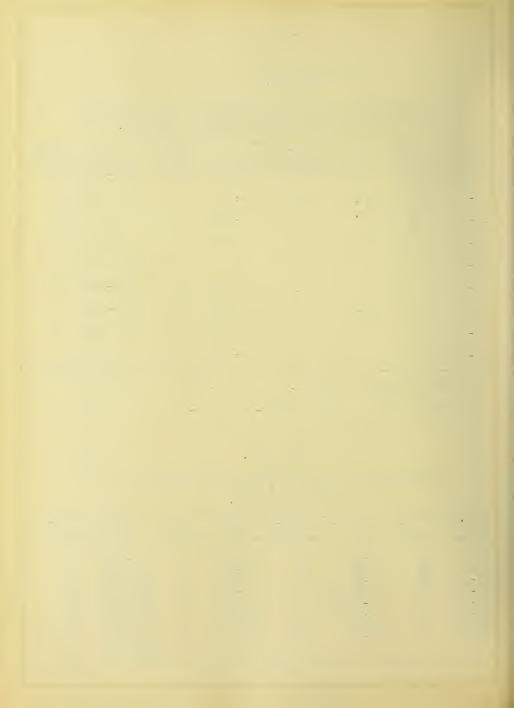
Number reporting visits - - - - - 337

Median number of yisits made - - - 1 - 3

Table 34.

Distribution of Superintendents with Reference to Number of Teachers Visited more than once last year.

Teach-	Fre-	Teach-	Fre-	Teach-	Fre-	Teach-	Fre-
ers	quency	ers	quency	ers	quency	ers	quency
1-5	18	40-45	16	80-85	6	120-125	1
5-10	25	45-50	10	85-90	4	125-130	1
10-15	18	50-55	25	90-95	4	130-135	3
15-20	15	55-60	5	95-100	7	140-150	2
20-25	27	60-65	11	100-105	4	150-160	5
25-30	14	65-70	5	105-110		160-170	2 .
30-35	17	70-75	8	110-115		170-180	1
35-40	9	75-80	10	115-120	1	170-190	
						190-200	1
						200	1



Number of superintendents that visited some of their teachers more than once = - - - - - - - - - - - - 275

Median number of teachers who were visited more than once -35-40Average number visited more than once - - - - - - 40

Table 35.

Distribution of Rural Superintendents with Reference to Number of Teachers Visited more than Twice last year.

Teach-	Fre-	Teach-	Fre-	Teach-	Fre-	Teach-	Fre-
ers	quency	ers	quency	ers	quency	ere	quency
0	30	30-35	13	65-70	2	105-110	1
,1-5	33	35-40	3	70-75	2	110-130	1
5-10	35	40-45	8	75-80	2	130-166	2
10-15	32	45-50	3	80-85	1	166	1
15-20	21	50-55	12	85-90	1		
20-25	20	55-60	2	90-95	2		
25-30	14	60-65	4	100-105	2		

Number of superintendents who visited some of their teachers more than twice last year - - - - - - 217

Median number of teachers visited more than twice last year - - - - - - - - - - 10-15

Average number of teachers visited more than twice - - - 24

Length of Visits to Teachers.

From one to three hours is the length of time chosen for the larger part of the superintendents to spend with their teachers. Those remaining less than an hour have few teachers to supervise and make several visits per year. The



shortest period of time spent per visit was 10 minutes and the longest, one day. The shortest time spent per year in visiting a teacher was 10 minutes and the longest time spent with any teacher was 60 hours. Because of the indefiniteness given both to the number of visits and length of each, it was impossible to find more than an approximate average. If a superintendent says that he makes from one to three visits to each teacher per year and stays from one to three hours each time, one might find the shortest and the longest time he could spend. In this case it would be one and nine hours. In finding the minimum hours a superintendent might spend per year, the time was found to range from one-sixth of an hour to 48 hours, with the median at two and the average at three.

The maximum limits were one-fourth and sixty hours with an average of six and a median of four and one-half hours. This is too high because no superintendent claims to spend this much time. The correct time will fall between the maximum and minimum. If the maximum average were given, even this is not enough time to spend in rural supervision.

Table 36.

Distribution of Rural Superintendents with Reference

Hours	Fre	Hours	Fre-	Hours	Fre-	Hours	Fre-
	quency	o dida supremup dida bens bens der s'assa successor	quency		quency		quency
1/6-2/3	1	1/2-3/4	4	2/3	ı	1-4	4
1/6-6	1	1/2-1	6	3/4-1	5	1 1/4-1 1/2	10
1/4-1/2	2	1/2-1 1/4	1	1	40	1 1/2	51
1/4-3	1	1/2-1 1/2	ı	1-1 1/4	1 :	1 1/2-2	4



Table 36 (Cont'd).

	Fre	Hours	Fre quency		Fre quency	Hours	Fre quency
		1/2-2	4				
1/3-1/2	2	2-3	2	1-1 1/2	4	1 1/2-3	5
				1-2	15		
1/3-1 1/2	1	1/2-6	1	1-3	18	1 1/2-6	2
2	59	2 1/2	8	4	ı	2-2 1/2	1
2 1/2-3	-1	5	1	2-3	3	3	5 6
6	4	2-4	2	3-4 1/2	ı	26	3
3-5	1	2 1/4	11	3-6	2	deres, gaves, dans disses many cours defendance data	water-line drive and have Pric thin man received man dree

Number reported - - - - - - - - - - - - 331

Median time spent according to arrangement of Table 36

1/2 to 3 hours.

Table 37
Distribution of Rural Superintendents with F

Distribution of Rural Superintendents with Reference to the Minimum Hours that each might Spend with

			e a	ch Teac	her.				
Hours	Fre-	Hours	Fre-	Hours	Fre-	Hours	Fre-	Hours	Fre-
per yr.	quency		quency		quency		quency		quency
1/6	1	1 1/2	42	4 1/2	4	9	4	20	1
1/3	2	2	53	5	4	10	1	22 1/	S T
1/2	14	2 1/4	1	6	26	12	6	24	2
2/3	2	2 1/2	4	6 1/4	1	15	3	27	1
1	51	3	51	7	1	16	1	37 1/2	1
1 1/4	6	3 3/4	1	7 1/2	1	18	1	48	1
1 1/3	2	4	22	8	3	20	1		

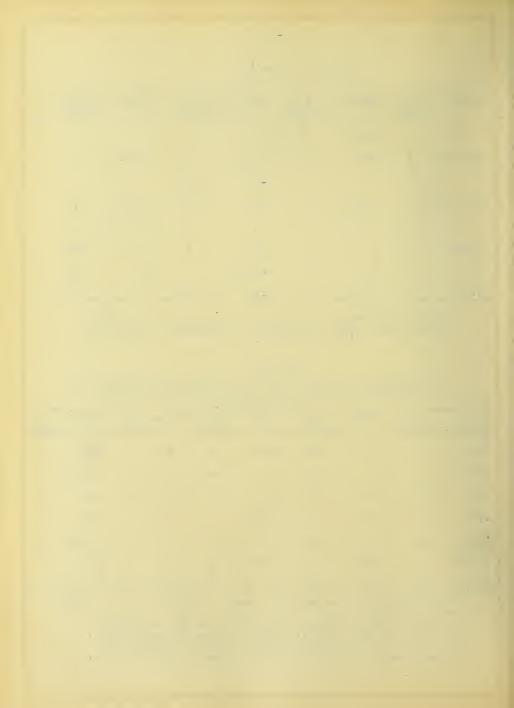


Table 38.

Distribution of Rural Superintendents with Reference to the
Maximum time that might be Spent per Year with
each teacher.

H	ours	Fre-	Hours	Fre-	Hours	Fre-	Hours	Fre-	Hours	Fre-
L		quency		quency		quency	-	quency	-	quency
1	/4	1	2	35	5	6	10	2	21	1
1	/2	5	2 1/2	4	6	48	12	15	24	2
3	/4	2	2 2/3	1	6 1,	/4 1	12 1/2	1	30	6
2	/3	1	3	44	6 3	/4 1	15	8	36	2
	1	14	3 3/4	3	7 1,	/2 3	16	3	45	2
1	1/4	2	4	28	8	7	18	8	54	1
1	1/2	19	4 1/2	15	9	26	20_	1	60	2

Median number - - - - - - - 4 1/2 hours per year

Average number, - - - - - - 6+ hours per year.

County Institutes Held.

County institutes are held by 307 superintendents.

Seven hold them bi-annually and 229 hold one each year. One holds sixteen and two hold ten each year. The average is between one and two each year.

The total attendance at all of the institutes was 45,436, an average per county of 147 or per institute of 88. There were 88 institutes whose attendance was larger than the number of teachers supervised, thirty-five had as many in attendance as there were teachers in the county, and one hundred eighty-three had a smaller attendance than the enrollment of teachers for the county.



The length of these institutes varies from one-half day to ten weeks. The largest number were held a week. Forty-one were held for one day only and fifty-two for two days.

Table 39.

ı				Dis	tr	ibut	10	n of	Ru	ra	.1 3	Supe	rin	ten	d e 1	nt	8 17	ith	Ref	ere	nce	to			
L																			Year						
Ī	um	be	r	of		Fre	-	Num	ber	0	f		Fre	-	Ni	ml	er	o f	Fr	e -	D.	0.	0 5	Fr	е
b	ns	t:	t	utes		quen	су	In	sti	tu	tes	g q	uen	су	Ins	t:	itu:	tes	que	ncy	Ins	tit	utes	9	u
ı						-						Ī										- 80 80 80		r. c	
ı	Bi	_ =	. w	nual	7 37		7		2		6		7			5			3		8	}		3	
ı			÷ 81.	nat	- y		1		۵	-	U		-			J			9			,		9	
ı			7			22	۵		3				٥		5		7		1		g	1		7	
ı			_			22	9		٥				,		J	_	1		-		•	·		-	
ı	7			,			2		3		A		7			6			7		10	,		2	
ı	-	•		9			4		3	-	*					0			4		10	′		2	
ı	7			2			7		4				12		7		10		1		16			7	
ı	1	-		3			_		4				10		- 1	0	10		1		10	,		-	
ı		2				Λ	А																		

Total number held, 511 (using average numbers, e.g. "1-3" counted as 2).

Total number of superintendents holding Institutes - - - - 307

Median and average number held per year - - - - - - - 1

Table 40.

N				Distri	bution	of 1	Institutes	with	Refe:	rence	to Le	ength.		
J	Le	ng	th	No.	Lei	ngth	No.	Leng	th	No.	Lei	ngth	No.	
	1/	2	day	1	2-3	days	3 2	6-10	days	1	3	weeks	13	
١	1/	2-	1 "	1	3	11	27	8	11	2	4	17	19	
١		1	**	41	3 – 5	11	8	10	Ħ	3	5	Ħ	1	
۱	1	1/	2 "	1	4	11	8	12	Ħ	1	6	11	4	
ı	1-	2	Ħ	3	5	11	116	2	wks.	19	10	†I	1	
	1-	3	H	2	1	week	43	1-2	H	1	2	mos.	ı	
	2		11	52	6 d	lays	10	20	days	2				
Н				***										

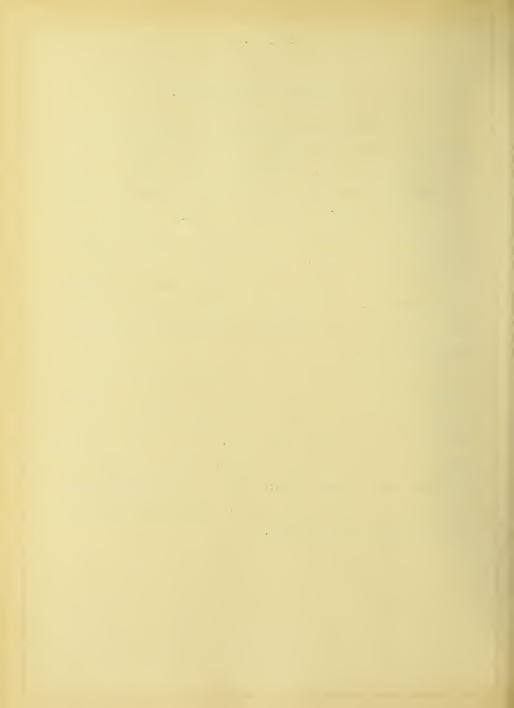
Number of institutes whose length was given - - - - - 394 Median length of institutes - - - - - - - - - 5 days.



Township Institutes Held.

One hundred ninety or 53% of the rural superintendents hold township institutes. About an average of nine each are held per year. The median number, however, is six. The length of these institutes varies from one-half to three days. 123 are held for one day at a time. An exact estimate can not be made of the attendance because so many gave no definite answer. Many said that all or a certain per cent attended and gave no idea of the number of teachers in the township. The answers are given, however, to show that it seems that the attendance justifies the holding of these institutes.

The nature of the work varies from that of having a good social time to strictly school room routine. Reading circle work claims the time of the largest number of these meetings with professional work next. It is hard to tell just what is included in most of the terms. There is no hard and fast line drawn between terms. Very likely the same things are discussed under different names. Several topics are often discussed in the same meetings.



Distribution of Rural Superintendents with Reference To Number of Township Institutes Held.

Num	ber	Fre-	Number	Fre-	Number	Fre-	Number	Fre-	Number	Fre-
	9	uency		quency		quency	9	uency	<u>~1</u>	lency
	num- give	n 8	3	15	5-18	2	9	7	15-20	9
	1	11	3 – 6	3	6	18	10	8	21-40	15
1	-7	1	4	18	6-10	2	10-20	1	48-80	11
	2	14	4-6	3	7	6	11	1		
2	- 3	2	5	19	8	13	12	7		

Number holding Institutes - - - - - - - - 190 Median number held - - - - - - - - 6+ Average number held - - - - - - - - 9+

Table 42.

Length of Township Institutes.

Length	Number	Length	Number
Less than 1/2 day	18	1 1/2 days	ı
1/2 days	33	1 - 2 days	3
,1 day	123	1 - 3 days	3
2 days	6		



Table 43.

Distribution of Township Institutes with Reference to

		Attendar	nce.				
Attendance	Fre-	Attendance	Fre-	Attendance	Fre	Atten	Fre
of	quency	of	quency	of	quency	dan	quen
Teachers		Teachers		Teachers		<u>ce</u>	су
100%	32	90%	2	10-25	29	150-200	6
Fair	1	99%	1	25-50	33	200-300	5
Good	8	1/3-1/2 of teachers	1	50-100	21	300-400	3
75%	1	1-10 "	9	100-150	11	400-500	1

Number of institutes given - - - - - - 164

Table 44

Distribution of Institutes with Reference to Nature of

Nature of work	Number	Nature of Work	Number
Reading Circle	38	Academic	8
Demonstrations or		Cultural	3
model lessons	14	Discussions	24
Observation	4	Round table discuss	ions 5
School Visitation	3	Professional)	
Papers	7	Pedagogical }	
Lectures	20	Inspirational)	37
Principles, methods		School problems	19
and devices of teach:	ing 26	School subjects	14
Course of study	6	Co-operation of clu	b 1
Plans	2	work	
Pupil contests	2	Parents' meetings	1
Drills	1	Rural problems	6
School exhibits	4	Local problems	6
Social time	2	School administrati	
School Organization	1	General supervision	2



Other Teachers' Meetings.

Forty-two per cent of the rural superintendents hold meetings for their teachers other than county or township institutes. The work done seems to be somewhat similar to that of the township, except there seems to be no observation or model lessons. A few hold meetings in connection with farmers' institutes and trustees' meetings. Reading Circle work is done in twelve of these meetings. It, as well as most of the work, might be classed as professional. Methods of teaching and school problems of various kinds seem to be the topics discussed in most of these gatherings.

Table 45.

Distribution of Rural Superintendents with Reference to Number of other Teachers' Meetings Held.

	Me	etings	Fre- quency	Mee	ti	ngs	Fre- quency	Meet	tiı	ngs	Fre- quency	Meetings	Fre- quency
1	_	2	48	4	-	5	14	7	-	8	6	10-20 ,	8
2	-	3	23	5	-	6	12	8	_	9	2	20 - 100	11
3	-	4	13	6	-	7	8	9	-	10	8	100	

Number of superintendents reporting meetings - - - - 151 Median number of meetings - - - - - - - - - 3-4 Average number of meetings - - - - - - - - - - - 9+

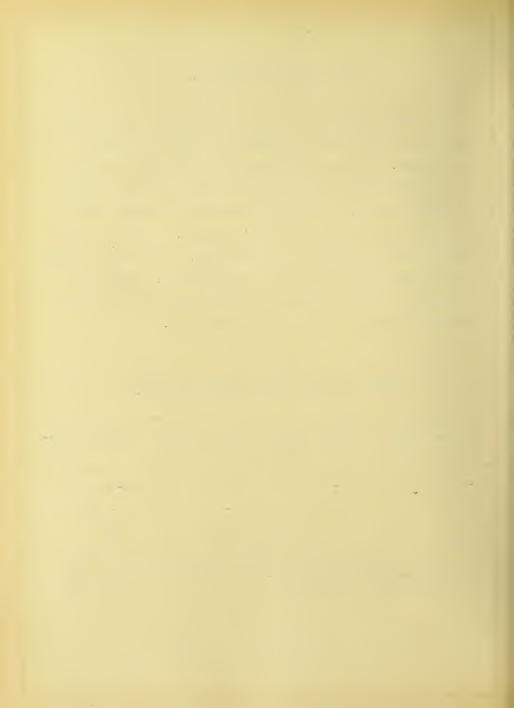


Table 46.

Distribution of Meetings with Reference to Nature of Work Done in them.

Nature of Work	Number	Nature of Work Num	ber
Reading Circle	12	Pedagogical	1
Papers	1	Inspirational	9
Lectures	5	School problems	11
Methods	10	School subjects	4
Course of study	4	Local problems	9
Plans	1	School administration	1
School organization	3	Aid beginners	2
Academic work	3	School fair	1
General discussions	5	Farmers! institute and	3
Professional	11	Trustees meeting with teachers	3

Total number - - - - - 96

Reading Circle Work.

From 50 to 100 per cent of the teachers in 181 counties do the Reading Circle Work. This os over one-half of the counties represented. The largest number of teachers do the work in counties where recognition counts either on the renewal of certificates or on the grade of the original one. A spur or reward seems necessary.



Table 47.

Distribution of the Rural Superintendents with Reference to the Percentage of Teachers doing the Reading Circle Work.

Per cent	Fre- quency						
1 - 5	2	30-35	9	69-65	7	90-95	16
5 - 10	3	35-40		65-70	1	95-100	13
10 - 15	9	40-45	7	70-75	2	100	7 5
15 - 20	5	45-50	1	75-80	18		
20 25	10	50-55	30	80-85	14		
25 - 30	11	55-60	1.	85-90	4		

Number of superintendents reporting Reading Circle Work done by teachers - - - - - - - - - - 237

Median per cent doing work - - - - - - - - - 80-85

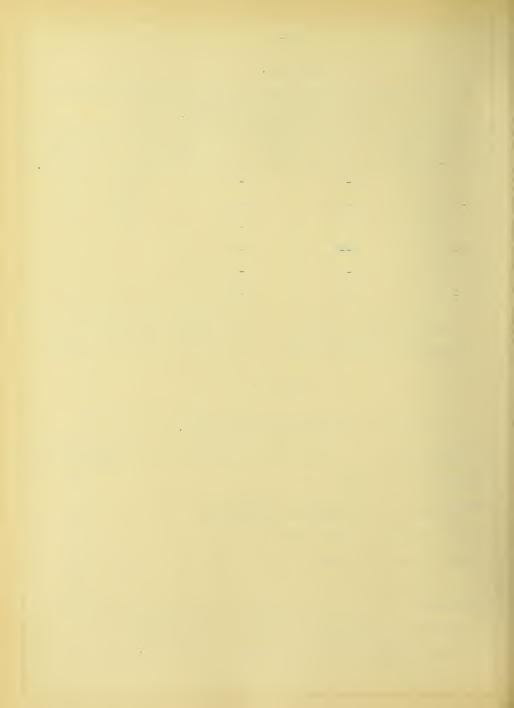
Table 48.

Recognition given to the Reading Circle Course by the Various Superintendents.

'Recognition	Frequency
Renewal of certificate	98
Exemption of examination in certain subjects or credit given on license or certificate	37
State examination based on work	5
Professional certificates	29
Professional credits	2 9
Required	7

'Credit or recognition is not given in all counties.

Some counties give several kinds of recognition.



Number and Nature of Circulars Sent to Teachers.

Two hundred eighty-eight superintendents send circulars to their teachers as a means of improving their work, but only 192 gave the number of circulars sent. As many sent less than six as sent more than six circulars. One claims that he sends a hundred. One hundred and eleven different superintendents sent copies of the circulars, letters, cards, school papers, year books, pamphlets, booklets, and other forms of printed or typewritten matter which they send to teachers, patrons, and school officials. Seven limited their communications to announcements and programs of teachers' institutes. Others sent circulars and pamphlets giving instructions for work of a general character while still others gave detailed instructions for the teaching of some particular subject. A few sent circulars to their teachers to be used as texts. Twenty sent agricultural lessons to their teachers, six sent spelling lists, four sent lessons in civics and list of national, state, and county officers, two of local geography and history, two of farm arithmetic and one each sent lessons on reading, health, and cooking. They have given instructions concerning special day programs, spelling, agricultural, industrial, domestic science, and drawing contests for home credit work, school laws, examinations, reading circles, boys' and girls' clubs, and certification in their circulars. They have issued lists of books and journals for



the teachers and lists of text books for the children of the county, directories of teachers and officers, handbooks, school premium lists, lists of pictures, school papers, and annual reports or year books. Added to these, we find circulars and pamphlets issued concerning the following subjects: medical inspection, sanitation, home improvement, play, cooperation of patrons, teachers pensions, traveling pedagogical libraries, school rallies, moral training, social center, social survey of county, the principal's duty, purchasing supplies from agents, standard of efficient schools, and consolidation.

Among the list of announcements and programs are found eight for trustees' and directors' meetings, ten for county commencements for eighth grade, twelve of contests, exhibits, meets and rallies. Four have school work in connection with Farmers' Institutes. Fourteen superintendents edit school papers or magazines. Nine publish Annual Reports in which have been emphasized the photographs and lists of the best equipped schools and goals to be won or reached. The newest and most interesting features of these reports were, - school credit for work done at home by the pupils, various kinds of contests, among which were corn, potato, tomato, and alfalfa growing contests for the boys, and bread makingland sewing for the girls.



Table 49.

Distribution of Rural Superintendents with Reference to Number of Circulars Sent Annually to Teachers.

N	un	ıb e	er	Fre- quency	Number	Fre- quency	Number	Fre- quency	Number	Fre- quency	
:	1	-	2	17	5-6	26	9-10	19	20-25	1	
1	2	-	3	17	6-7	16	10-11	15	25-50	1	
;	3 -		4	25	7-8	3	11-14	4	50-100	1	
4	1	-	5	21	8-9	13	14-20	10			

Number of superintendents giving number of circulars sent - - 192 Number who sent circulars -Median number - - - - -The minimum number of circulars was taken in computing this

table.

Other Means of Improvement of

Teachers During Service.

Besides teachers' institutes, meetings and circulars, some superintendents use other devices for the professional improvement of their teachers. Many encourage their attendance at schools in the summer as well as for the whole year, others urge their activity in the social life of the community, while many others strive to improve their teachers through professional reading. Some superintendents who find a teacher weak in some part of her work send her to visit another who is more successful with that subject.

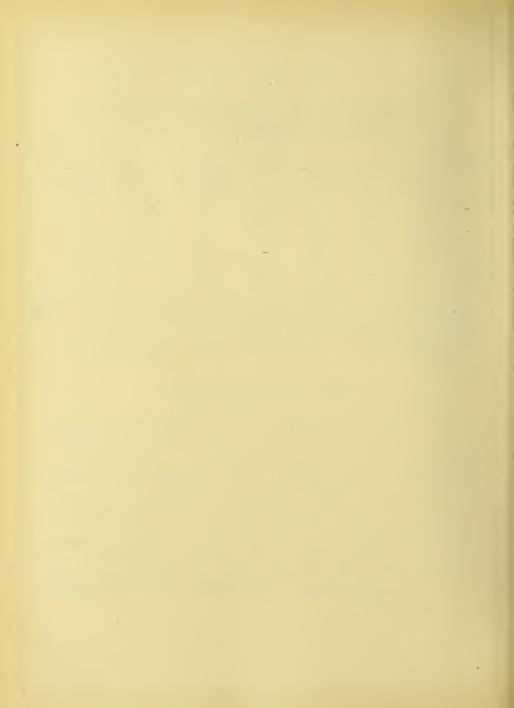


Table 50.

Distribution of Rural Superintendents with Reference to the Means (other than regular Supervision) used to Improve the Work of Their Teachers.

Plans	Frequency	Plans F	requency
Urge attendance at	}	Plan reading course	14
Normal schools, college summer schools.	8,}	Exhibits, contests,) and rallies	7
Urge attendance at		Teachers library	2
Farmers' Institutes,	1	Traveling library and	
mothers' meetings and		pictures	2
other district meetings		Stereoptican lectures	. 1
Visit other schools	10	Urge home visitation)
Demonstration lessons		and meetings with	4
by superintendent	7	school officers)
Urge subscription to	12	Distributes literatur	e 3
papers)		from normal schools	} 3
Training by corresponde		and universities)
Publish column in count paper	11	Plan books	1
Lectures and addresses	4	Essays on work	ī
Publish school paper	3	Send bulletins	i
Promotion	2	Reviews on special)	-
Report of institutes	2	subjects }	1
Employ supervisors)	Program for special)	_
and substitute teachers	† 2	days.	1
Extension work	1	<u> </u>	
Grade on success	1		
Attendance at State)			
Conventions.	1		

Number reported - - - - - - - 141

Some superintendents use several plans.

Teachers' Examinations and Certification.

One of the chief duties of rural superintendents is to hold teachers' examinations. Of the 353, who answered the questionnaire, 317 said that they held examinations. The average number held annually was 3.7. One claims to hold 20,



and 25 hold only one per year. Nineteen of the 36 who did not say that they held examinations were township superintendents who are not required to hold them. Only 294 gave even approximately the number of teachers examined. In instances where the reply was from "5 to 15" the average "10" was taken. In some other cases where the number seemed too large,, the number of teachers supervised was compared to it. The total number of teachers examined per year and also the total number passing will not be exact, but it will give a fair idea of the number. The total number of teachers examined as counted examination by examination was 31,945. This gives an average of 108+ per year. This means that 108+sets of examination papers must be corrected and graded per year.

The number of teachers who were successful in these examinations was found by the same method as the above. The total was 18,350 approximately. Only 263 superintendents gave the number who passed. This made an average of 69+ per year. Hence only about 63 per cent of teachers who apply for certificates are successful.

The total number of certificates renewed annually without an examination is approximately 8,681, an average of 44 to each of the 193 superintendents who reported. Those given on college degrees or diplomas number 1,221, an average of ten to e.ach 116 reporting, and those on normal diplomas, 2,263, an average of seventeen to each 130 reporting. The approximate total from the four sources is 30,520 certificates. Since



there are 44,383 teachers supervised, this leaves 13,853 teachers without certificates. These are given by the superintendents who failed to reply and by state and other examining boards. From the figures obtained, twenty-eight per cent had certificates renewed. Sixty per cent took the examination, seven per cent received certificates on college, and four per cent on normal diplomas.

Renewal of Certificates.

The largest number of superintendents renewed certificates on successful school work. The next larger number required Reading Circle Work to be done. Some may have included this in the professional work which was required by thirty-nine. Others required a certain grade to be made in the previous teacher's examination or the holding of a certain grade certificate. Attendance at schools and teachers' institutes and meetings were other requirements to be met to have a certificate renewed. Some made only one requirement while others asked for four or five of the list.



-83-Table 51.

Distribution of Kural Superintendents with Reference to the Number of Teachers' Examinations Held Annually.

Exam- inations	Fre- quency	Exam- inations	Fre- quency	Exam- inations	Fre- quency	Exam- inations	Fre- quency
1-2	25	5 – 6	18	9-10	1	12-20	4
2-3	76	6 – 7	17	10-11	5	20	1
3 – 4	62	7-8	2	11-12	2		
4-5	89	8-9	15				

Number who hold examinations - - - - - - - - 317

Five gave indefinite answers as "4-8", in this instance, the

"4" was used.

Median number held - - - - - - - - - - 4-5

Average number held - - -

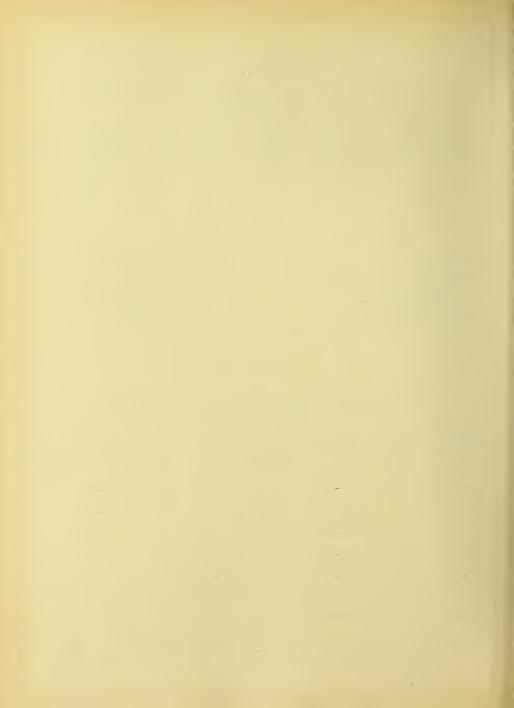
Table 52.

Distribution of Superintendents with Reference to Number of Teachers Examined for Certificates Annually.

Teachers	Fre- quency	Teachers	Fre- quency	Teachers	Fre quency	Teacher	s Frequency
1 - 25	36	125-150	11	250-275	5	500-600	1
25- 50	51	150-175	26	275-300	2	600-700	1
50 - 75	25	175-200	7	300-350	10	700-800	
75 -100	32	200-225	26	350-450	2	800	1
100-125	43	225-250	13	450-500	2		

Number of superintendents reported - - - - - - 294.

So many of these replies were indefinite that the above table is only approximately exact. In such replies as "5-15" I averaged the two and called it "10". Again, some gave the number for the year instead of each examination of the year.



The following was taken from the replies and counted reply by reply.

Total number									
Median numb	er of	tead	hers					100-	125
Average num	ber e	xamir	ed a	nnuall	Ly				108+
Total numbe:	r of	certi	fica	tes re	enewed	annually	without		
exa	minat	ion						8,	681
Total numbe:	r of	certi	fica	tes gi	ven on	college	degrees		
or	diplo	mas -						1,2	221
Total number	r giv	ren on	nor	mal di	plomas			2.7	268

Table 53.

Distribution of Rural Superintendents with Reference to Condition upon which Certificates are Renewed without Examination.

Condition	 THIS THIS TWO was are area from this south this south this do. THIS THIS THIS WAS ARRESTED TO THE THIS THIS THIS THIS THIS THIS THIS THIS	F	requ	ency	
College degrees	6	3	Per	cent	
Normal diplomas	6	3	Per	cent	
Attendance at schools					
Summer					
Normal	43	22	*1	11	
High schools	43	22			
College					
Successful work	93	48	11	11	
Professional work	39	20	tt	11	
Attendance at institutes					
and teachers' meetings	40	20	tı	11	
Reading Circle Work	69	35	11	Ħ	
High grades	30	15	#1	-11	
Recommendation of superintendents, as city, etc.	8	4	71	tt	
Certain certificates, as first grade	42	21	Ħ)	
Number reported	193				

Many had several conditions upon which to renew certificates.



Written Reports from Teachers.

The largest per cent of the superintendents who replied concerning the reports from teachers as to the different items listed required these to be made annually. An exception, however, was found concerning the attendance of pupils. Sixty-three per cent required this to be made monthly, while 8 1/2 per cent required it from twice a week to twice a month. More superintendents require reports concerning attendance of pupils than for anything else. The fewest required reports for individual peculiarities and causes of same.

As to the use of these reports when collected, 124
were silent. Of the remaining 229, one hundred and four use
them simply to file in the office or to report to higher
officials, that is, no other use was stated. Of the remaining,
125 or 35.4 per cent use them in supervision, and as means of
improvement of schools. A few use them to apportion the
school money and others use them in assisting the truancy
officers.

Table 54.

Distribution of Rural Superintendents with Reference to Frequency of Written Reports Required Concerning (a) Attendance of Pupils.

	reque f rep	oncy orts	No.of Supts.		No.of Supts.	Frequency of reports	No. of Supts.
2	per	week	2	1 per month	200	6 per year	
1	Ħ	ŧı	22	bi-monthly	11	4 11 11	9
	2 "	11	3	8 per year	1	3 " "	
2	per	year	15	l per year	39	bi-annually	

Total reporting - - - - - - - - - 314 Median - - - - - - - - one per month.

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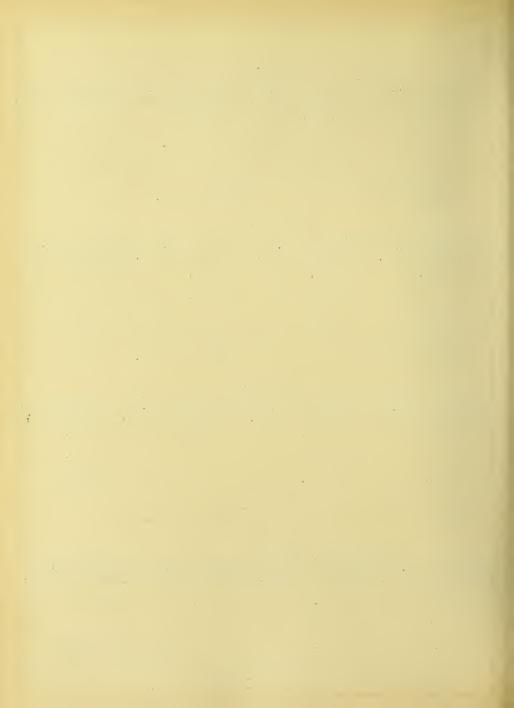


Table 59.	
(f) Reference books on file.	
Frequency No. of Freque	o.of
2 per week 1 per mo. 22 6 per yr. 2 per yr.	11
l " " bi-monthly 4 4 " " l " "	132
2 " month. 8 per yr. 3 " " 13 bi&nnually	
Total reporting 182 Median one per year.	
Table 60.	
Frequency No. of Frequency No. of Frequency No. of reports Supts. of reports Supts. of reports Supts.	of pts.
2 per week l per mo. 19 6 per yr. 2 per yr	13
l " " bi-monthly 5 4 " " l l " " l	3 6
2 " month 8 per yr. 3 " " 19 bi-annually	
Total reporting 190 Median one per year. Table 61.	
(h) Daily Programs. Frequency No. of Frequency No.	-
Frequency No. of reports Supts. of reports Supts. of reports	Sup
2 per week l per month 27 6 per yr. 3 2 per yr.	
1 " " bi-monthly 5 4 per yr. 4 1 " "	
2 "month 8 per year 3 per yr. 35 bi-annually	
Total reporting 222 Median one per year.	
Table 62. (i) Condition of Buildings and Grounds.	
Frequency No. of Frequency No. of Frequency No. of Frequency No. of reports Supts.	of ots.
2 per week l per mo. 6 per yr. l 2 per yr. l	4
l " " l bi-monthly 5 4 " " l " " 12	8
2 " month 3 " 14 bi-annually Total reporting 190 Median one per year.	



Table 63.

ı			(j) Ot	he	r_{\perp}	tem	8.									
	Fre	quen	су	No.c	f	Fre	que	ncy	No.of	Fred	quen	су	No.of	Fre	quer	су	No.of
ļ	of	repo	rts	Supt	8.	of	re	port	sSupts	. of 1	epoi	rts	Supts.	of	repo	rts	Supts.
	2	per	Wee	k		1	per	mo.	13	6	per	yr.	2	2	per	уr.	5
ı	1	н	Ħ		1	bi	- m.o	nthl	y 4	4	11	11	1	1	11	17	77

2 " month. 8 per year 3 " " 6 bi-annually

Total reporting - - - - - - - - 109
Median - - - - - - - - - - one per year.

Table 64.

Summary of Median Frequency of Reports.

Items	Frequency	of Report
Attendance of Pupils	l per	month
Age # #	2 per	year
Grades	3 per	year
Individual peculiarities and causes	2 per	year
Text books	l per	year
Reference books on File	l per	year
Apparatus	l per	year
Daily Programs	l per	year
Condition of buildings and grounds	l per	year
Other items	l per	year



Table 65.

Distribution of Superintendents with Reference to Use made of these Reports from Teachers.

Uses	Frequency	Uses	Frequency
Filed in office	71	Promote attendance at school	13
Filed for state report Guide to supervision	5 6	Filed for use of new teachers	11
and as a recommendation (for improvements	45	Published in Co.papers	7
Index to teacher's work	29	Pre-requisites to apportion money	6
Filed for use of school boards	24	Filed for use of school patrons	5
General information concerning schools	19	Used at institutes	2
Filed for use of school truancy officers	13		non-Manus Manus Manus General Manus Ma

In reply to the request for copies of reports that they asked of their teachers, 101 responded. Nineteen sent copies of preliminary reports, these are made at the beginning of the term and usually state enrollment, and condition of equipment. Seven sent copies of weekly reports of attendance, and enrollment. The monthly and term reports are more elaborate. The age, grade, classification, attendance, and advancement of the pupils are given as well as the list of books, condition of the school house, equipment, and programs. The annual report is different in that it gives a summary of the whole year and such other items which are called for by the state department of education. Forty-seven sent copies



of monthly, forty-three of term, and twenty-three of annual reports. There were many copies of special reports sent.

There were:- individual reports of pupils, relation of school to social life of community, cnetral or final examination, professional report of teacher, inventory of school property, special list of questions, list of text books used, enroll-ment of Pupils! Heading Circle, Honor Holl for attendance, seed corn tests, visiting day report, flag report, home work credits, truancy, deliquency, result of scholarship examination, Arbor Day report, daily lesson plans, eye tests, supplies needed, and "A" class examination report.

Table 66.

Distribution of Rural Superint endents with Feference to Kind of Reports sent.

Kind	Frequency
Preliminary Weekly	19
Monthly	47
Term Annual	43
Special	64

Number sending copies - - - - - - - - 101 Many sent more than one kind.

Measures of Merit for Teachers.

In reply to the question concerning the use of a form or standard to judge the merit or success of a teacher, 107 said that they used one. One hundred three sent either printed or written forms. Only a few gave the weight attached to each item. More attach importance to the government of a school,



if we classify interest of pupils under that head, but if it is placed under instruction, the emphasis is transferred to that head. These items may be interpreted in many ways, as will be seen by their indefiniteness. The classification in the table was not made by the superintendents. In most of the lists the classes were not broken up at all. A few of the forms are copied to give an idea of their contents. In my opinion the fifth and sixth are much better than the first four.

Table 67.

Distribution of Rural Superintendents with Reference to Whether they use a Form or Standard with which to judge the Merit of Teachers or not.

Number	who	gave no	reply	86
11	11	replied	"No"	97
Ħ	91	81	"Yes"	170 or 48% of all.



Table 68.

Distribution of Rural Superintendents with Reference to Items used in Measuring the Merit or Sucess of Teachers.

agency given given game plans given draw given glove given given given great great game great great great great		NAME AND POST OFFICE ADDRESS OF THE POST OFFI OFFI OFFI OFFI OFFI OFFI OFFI OFF	
Items	Fre-	Items	Fre-
	quency		quency
CONTROL OF THE CONTRO	THE REAL PROPERTY CO., LANSING	place place providing gargy place pl	2
Personality	22	Professional development	-
Physical	1	Attendance at meetings and	27
Health	11	institutes	21
Voice	6	Professional attitude	2
Industry	4	toward teaching	3
Ability to do things	2	Professional spirit	designation during driver dates
Neatness of attire	39	Total	34
Deportment	1		
Bearing	1 2	As an instructor	63
Energy Total	THE REAL PROPERTY AND	Preparation	4
10121	89	Gradation	4
Mental		Assignments	4
Tact	2.4	Texts	1
	24	Follow course of study	1
Speech or language Conduct	2	Presentation	16
Alertness	1	Skill in presentation	3
Interest in work	1	Method	23
Tone of character	10	Response of children:	
Manner	9	(a) in school	6
Judgment	1	(b) out of school	6
Sympathy	i	Play	1
General resourcefulness	1	Thoroughness	4
Devotion to duty	1	Speed	1
		Progress	4
Total	52	Total	148
As a Student (scholarship)	37		
Certificate, grade of	18	Government ability	23
Professional reader	25	Order	32
Normal training	1	Discipline	39
Experience in teaching	5	Order of room	19
Total	80	Management	7
		Spirit of school	i
Community Interest	8	Class spirit	ī
Ability to secure	0	Program of studies	20
attendance of pupils	3	Interest of pupils	44
Care of property and		Total	186
equipment, records	8	10(a1	100
Sanitary conditions	2		
Library or Pupils Read-	-		
ing Circle	1		
Part taken in affairs			
of community	5		
•			
Total	77		
General efficiency	7		



Number who sent lists 103 or " " printed forms 54 The remainder either wrote out the items or sent them in handbooks, pamphlets, or circulars. 8 sent or wrote out form "1" - attached. 10 " " " " " "2" - " 4 " " " " " " "3" - " 3 " " " " " " " " " " " " " " " " "
Form "1"
The Teacher.
Personal Appearance
Governing Power
Teaching Ability
Tact
Records
The Pupils.
Order
Interest
Studiousness
Conduct out of School
Form HOR
Form "2"
TEACHER
Preparation
Salary Attends Institute Local mee tings
Professional Reader Personality Health
Plans WorkSkill in PresentationDiscipline
TactRecordsOrderPupil's Interest



Form "3"

SCHEDULE ITEM OF SUCCESS.

B. GOVERNMENT-----35 per cent.

The teacher's power in government is shown in the general spirit of the school, and in the attitude the pupils take toward their daily tasks, toward each other and toward the school property.

C. GEN'L. CHARACTERISTICS-----20 per cent.

Under this head the personality of the teacher, his professional and community interest, and all those qualities that make for the best citizenship should be considered.

Success -----



Form "4"

	Method
	Discipline
	Thoroughness
	Interest
	Neatness
	Ability
	Kind of Certificate
Is	daily program posted in a conspicuous place?
Is	daily program being followed?
	Daily Registers
	Free Text Book Record
	Class Register
	Library Record

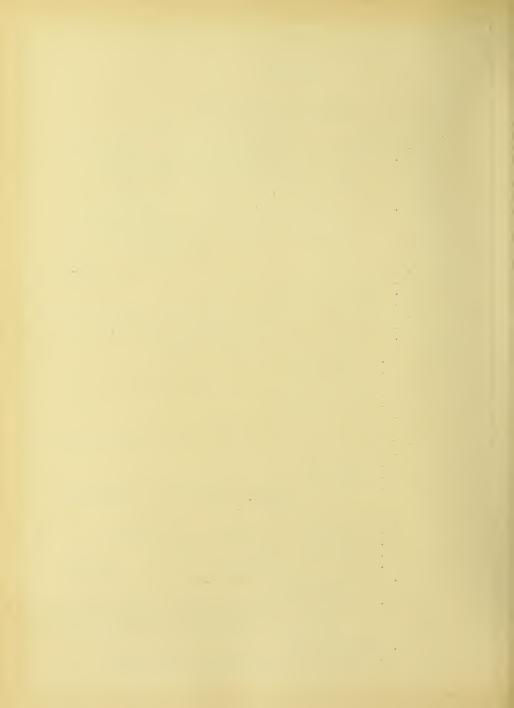


Form "5"

SCHEDULE OF SUCCESS ITEMS

The Teacher ----- 100% A. Personality -----1. Physical; health, habits, industry, ability to do things, cleanliness, neatness of attire, associates, places and kinds of amusement. 2. Mental: moral worth, habits, disposition, temperature, individuality, originality, power of initiative, self-control, sarcasm, sincerity of purpose, attitude toward children, ability to meet people. B. As a student -----15% 1. Lines of study pursued 2. Lectures attended 3. Vacation schools attended C. Professional Development ----- 15% 1. Probelms of teaching studied 2. Work in township institutes or teachers! meetings in cities and towns a. Preparation Presentation 3. Attitude towards educational meetings a. Attendance b. Participation 4. Lectures attended 5. Vacation schools attended As an Instructor ----- 20% 1. Preparation a. Before coming to class b. Assignments c. Skill in bringing the pupils into the right conscious attitude for the new truth to be presented. 2. Presentation a. Knowledge of the mind of the people b. Knowledge of the matter to be presented c. Knowledge of ways of presentation Skill in presentation 3. Comparison or interpretation based on childrens' experiences Skill in keeping the minds of all the pupils centered on the new truth being presented, and upon their own experience that will help them interpret at the same time. 4. Generalization

> a. Skill in leading pupils to draw correct conclusions and to state them well



5. Application

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Form "6"

Teacher 20% of Grade for School

Preparation-High School 1 (); Vo- cational 1/2 (); certificate 1/2 (); experience 2 ()	4		
PersonalityCharacter 2 (); orig- inality 1 (); civility 1 ()	4		
Teaching EfficiencyExposition 2 (); immediate results (); remote results 1 ()	4		00 00 to 00 1
Professional Activity Loyalty 1 (); social and club work 1 (); meetings 1 (); study 1 ()	4	o o	
Salary-\$160.00 0 (); \$240.00 1 (); \$320 2 (); \$400.00 3 (); \$480.00 4 ()	4		

Patrons' or Parents' Meetings.

Thirty-six per cent of the superintendents hold patrons' or parents' meetings. The most of them hold from one to seven during the year.

Circulars Sent to Patrons.

Forty per cent send circulars or newspaper articles to the people of the county or district, to interest them in their schools, and to gain their cooperation for improvement. There are 143 who send these circulars, but only 86 gave the number sent. From one to four is the number usually sent. Some send one per month.



Table 69.

Distribution of Rural Superintendents with Reference to Number of Patrons' or Parents' Meetings Held Each Year.

-	-	-				THE RESIDENCE THE PERSON NAMED TO BE ASSOCIATED TO BE ASSOCIATED TO SERVICE THE PERSON NAMED THE PERSON NAMED TO S			
M o	et	ings	Fre- quency	Meetings	Fre- quency	Meetings	Fre- quency	Meetings	Fre- quency
		tings no ni		4-5	3	9-10	1	25-30	7
		en.	29	5-6	5	10-12	8	30-40	5
1	-	2	19	6-7	7	12-15	5	40-50	4
2	-	3	8	7 - 8		15-20	7	50-200	2
3	-	4	8	8-9	4	20-25	6		

Number who held meetings - - - - - - - - 128

Number who gave number held - - - - - - 99

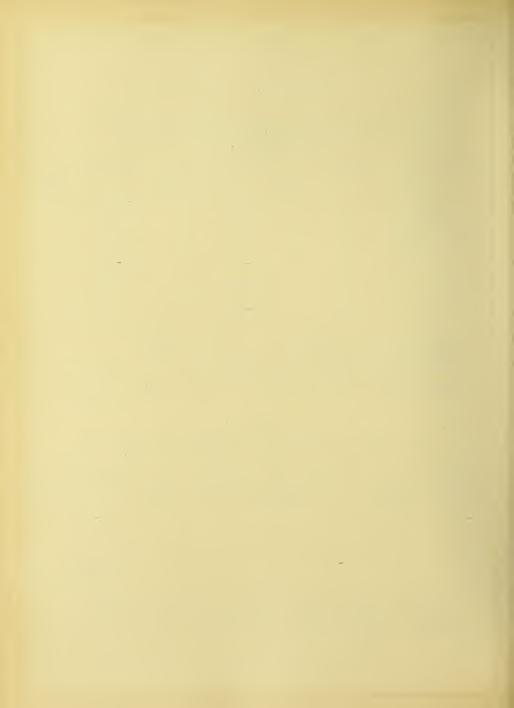
When indefinite numbers were given the smaller number of the two was taken.

Median number of meetings held - - - - - 6-7.

Table 70.

Distribution of Rural Superintendents with Reference to Number of Circulars Sent to Patrons.

C	i	ro	ulars										Circulars	Fre-
1		-	2	29	4	-	5	6	7	_	8	0	12 - 25	6
2		-	3	21	5	-	6	4	8	-	9	2	25 - 75	
3		-	4	7	6	•	7	2	9	-	12	3	No definite number	57



Division of Time.

Rural superintendents seem to spend about twothirds of their time in the office. Of 225, one-half spend 100 days or less, one-fourth of them spend from five to 60 days, while another fourth spend from 120 to 200 days in actual supervision. Of the group which gave the days spent in clerical work the median fell on 140 days, and the average on 129. Only 141 answered definitely. One hundred and fifteen did answer as to days and hours spent both in supervision and clerical work. These may be compared fairly well but there is one flaw, however; some count the hours actually spent in the class room while others count the time in going to and from the school as supervision also. Comparing the hours spent in supervision to those spent in clerical work gives us a ratio of 1 to 2.3, comparing the days (disregarding the hours) gives us 1 to 1.4. The total number of hours which these 115 superintendents spent in supervision was 58,630 and that in clerical work was 135,072.

The total number of days spent by the same 115 in supervision was 10,948 and in clerical work, 15,901. The averages were 95 and 138 days respectively.

State Superintendent Blair of Illinois in his annual report for 1910 gives an average of 102 days for school visitation, 137 days for strictly clerical work and 201 days for official service (all time not spent in school visitation) for each superintendent of his state. This



gives a ratio of 1 to 1.3 for school visitation compared to strictly clerical work and 1 to 1.97 for school visitation compared to all other official duties.

This brings several questions to our minds. Do
we engage our superintendents to supervise or to act as
office clerks? If the latter, are we not paying rather high
salaries for clerks? Are not many spending more time than
is necessary in clerical work? Could not the "annual report"
be made during the summer months and all of the time that
school is in session be spent in school supervision?

Table 71.

Distribution of Rural Superintendents with Reference to Days per Year spent in Actual Supervision.

in	spent super-c		Days spent in super- vision				-	
5 -	10	1	45	4	85	3	135	1
10-	15	3	50	21	90	9	140	8
15-	.80	4	55	1	100	45	150	17
20-	25	2	60	13	105	1	160	7
25-	30		65	1	110	3	175	2
30-	35	9	70	6	130	11	180	6
35~	40	2	75	9	125	4	200	8
4	0	8	80	13	130	33	ng way senance now was not some now assents n	

Total number who gave days - - - - - - 225
Median number - - - - - - - - 100
When indefinite numbers were given the smaller
was taken.



Table 72.

Distribution of Rural Superintendents with Feference to Days per Year Spent in Clerical Work.

Days	Fre- quency		Fre- quency		Fre-	Days	Fre quency	Days	Fre quency
5-10	1	35-40	2	70-80	1	150-160	18	250-275	8
10-15	3	40-45	9	80-90	5	160-180	5	275-310	1
15-20	2	45-50	1	90-100	3	180-200	4	310	1
20-25	4	50-55	10	100-125	13	200-220	19		
25-30	3	55-60		125-135	3	220-240	7		
30-35	4	60-70	4	135-150	6	240-250	5		

Tables 71 and 72 cannot be compared because we do not have the same superintendents giving both figures. For instance one says he spends 50 days in supervision and the remainder in the office, in this case no days are put down for no one knows what the remainder is, whether it is the remainder of the year or of the school year, neither do we know what the school year is.



Table 73.

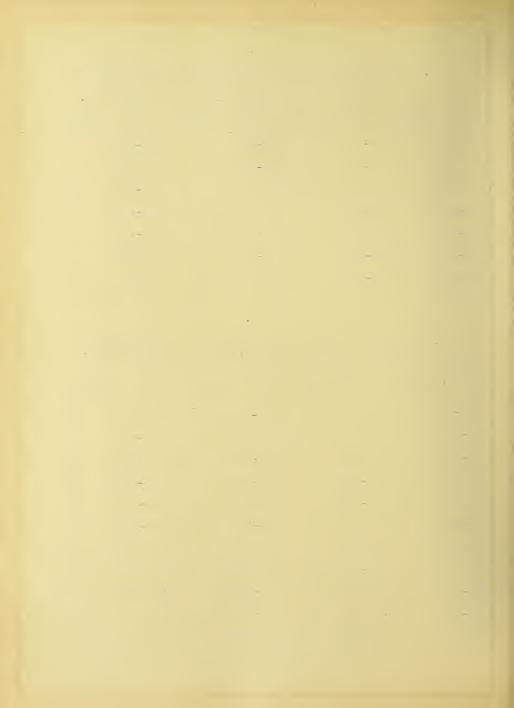
A. Distribution of Rural Superintendents with Reference to Number of Hours per Year Spent in Supervision.

	Fre- quency	Hours	Fre- quency	Hours	Fre- quency	Hours	Fre- quency
50-100	2	400-450	6	750-800	3	1100-1200	1
100-150	1	450-500	5	800-850	6	1200-1400	4
150-200	2	500-550	12	850-900	3	1400-1500	2
200-250	7	550-600	3	900-950	5 ′	1500-1600	1
250-300	5	600-650	17	950-1000	1	1600-1800	1
300-350	7	650-700		1000-1050		1800-2500	1
350-400	10	700-750	6	1050-1100	3	2500	1

Table 74.

B. Distribution of Rural Superintendents with Reference to Number of Hours Spent Per Year in Clerical Work.

Hours	Fre- quency	Hours	Fre- quency		Fre- quency	Hours	Fre- quency
1-50	1	550-600	1	1100-115	0 4	1800-190	0 3
50-100	5	600-650	1	1150-120	0	1900-200	0 2
100-200	3	650-700		1200-125	5	2000-210	0 12
150-200	2	700-750	1	1250-130	s c	2100-2200	2
200-250	8	750-800	1	1300-135		2200-230	3
250-300	3	800-850	6	1350-140	1	2300-2400	
300-350	3	850-900		1400-1450	5	2400-2500	2
350-400	1	900-950	3	1450-1500	1	2500-2600	
400-450	2	950-1000		1500-1600	7	2600-2700)
450~500	5	1000-1050	2	1600-1700	9	2700-	2
500-550	1	1050-1100	2	1700-1800	2		



Number giving both days and hours spent in supervision and clerical work - - - - - - - - - - - - - 115 (tables 73 and 74)

Median number of hours spent each year for supervision - -

550-600 Median number of hours spent in clerical work - - 1200-1250

The average for supervision by actual count is 509 and the average for clerical work, 1104 hours per year.

Total hours of supervision - - - - - 58,630

" for clerical work - - - - -135,072

Per cent of time (hrs) spent in supervision - - - - - - 30.2

" of time spent in clerical work - - - - - - 69.7

Total number of days spent in supervision (counted reply by reply) by these same 115 - - - - - - - - 10,948

Total number of days spent in clerical work, - -15,901

Per cent of days spent in supervision - - - - 40+

" " " clerical work - - - 59+

Total days spent in supervision and clerical work, 26,849.

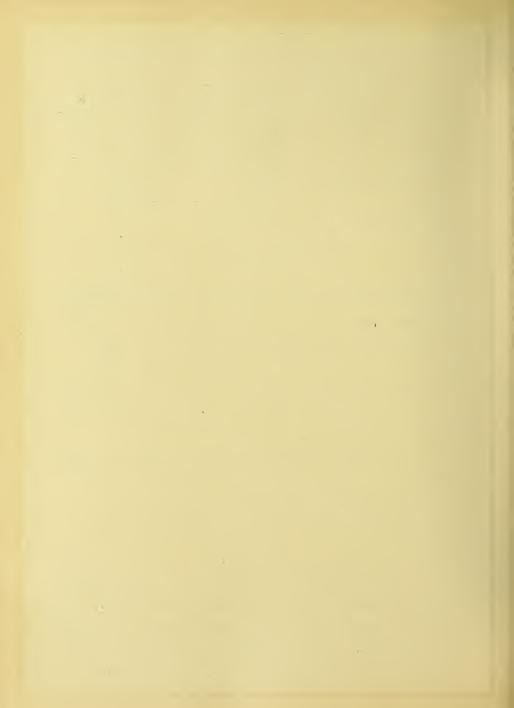
More hours per day are usually counted in office than in actual supervision.

Average number of days for 115 superintendents in super-

Average number of days for 115 superintendents in clerical work - - - - - - - - - - - 138

Assistants.

About 38 per cent of the rural superintendents reported assistants either for the office or for supervision. Many are for a few days only while a few have several assistants for full time. Fourteen assistants supervise all school subjects and five only primary work. Three supervise domestic



science and manual art, and two supervise music and art.

Thirty failed to designate whether their assistants were supervisory or clerical.

Total	number	of	superint	endents	wh o	have	assistants	137
-------	--------	----	----------	---------	------	------	------------	-----

" " office assistants	27	11	11	11	ft.	Ħ	office	assistan	ts	77
-----------------------	----	----	----	----	-----	---	--------	----------	----	----

" " assistants to

supervise schools or special subjects - - - - - - - 32

Number who have assistants but who failed to designate whether office or supervisory - - - - - - - - - - 30

Table 76.

Total	num	b e	r	0	f	8	.98	is	tan	ts	010	-	m	-	-	-	-	-	-	-	-	172
Number	o f	C	f	fi	c ·	8		91			_	-	-	-	-	_	_	_	-	-	en.	83
11	11	ຣບ	р	e r	v	is	or	У	11		_	-	-	-	_	-	-	-	-	-	-	53
91	11	28	S	iз	t:	ar	ts		not	de	si	PY	nat	a d			-	_	City	-	***	36

Table 77.

Distribution of Assistants with Reference to Time Spent.

During the Year.

		Assis	tants	Assist	ants
Time Spent	Office	Super- visory	Time Spent	Office	Super visory
16 days		1	4 months	1	
25	1		5 "	1	
70		1	9 11	2	3
100	1	1			
120		1	2/3 time	2	3
130		2	3/4 "	1	4
150		1	Part time	3	2
l day per week	2	4	Most of the time	1	1
4 days per week	3	3	Full time	5	15



Table 78.

Distribution of Assistants with Reference to Subjects which they Supervise.

Subjects	Frequency	Subjects	Frequency
All school subjects	14	Domestic Science	3
Primary	5	Manual Art	3
Music	2	Art	2

Subjects Emphasized.

Of all the subjects emphasized in schools during recent years, agriculture takes the lead with the State Course of Study; school discipline, the teaching of morals, eighth grade commencements, use of the English language, play grounds, school decoration and Domestic Science, follow in order named. Of the subjects listed sex hygiene received the fewest advocates. Forty left all spaces blank. An interesting list of additional subjects was given. Reading, seventh grade commencements, credit for home work, spelling, spelling contests, additional home work, physical equipment, standardization of schools, exhibits, pupils' reading circles, and arithmetic were emphasized by from three to eight superintendents. The following subjects were given by from one to two: - geography, Bailey evening schools, parent-teachers' organizations, pupils' clubs such as corn, sewing, tomato, and potato; contestsof music, athlet es, reading, composition, essays, declamations, agriculture and domestic science; tenth grade commencements, annual convocation of all schools in county, county school of domestic



science and agriculture, manners, hygiene, home sanitation, traveling domestic wagon, planning of lessons, leadership of teacher, hot lunches, school flags, nature study, field day, school library, circulating library, school houses as social centers, civics, weather reports, study of educational bulletins, and the holding of sectional meetings.

Table 79.

Distribution of Rural Superintendents with Reference to Subjects or Things Emphasized in the Schools.

Subjects	Fre-	Subjects	Fre	-	Additional	Fre-
	quency		quenc	У	Subjects	quency
Manual tra:	ining 106	Play groun	nds	138	Reading	8
Domestic S				226		
		Study			mencements	The state of the s
Vocational	train-) 45	Physical 1	train-	62	Credit for 1	nome 5
ing	,	ing			work	
	e 247		18	9	Spelling	4
School Gar	dening 77	Medical In	nspect-	78	Spelling con	ntests 4
		ion				
School dec	ora- 131	8th Grade		157	Additional l	nome 3
tion	72	menceme			work	j
Athletics	7.2	Oral Compo	sition	95		
					ment	
Flexible g	rading 32	Use of Eng	glish	142		
					of schools	
	omo- 29	Oratorical	Ls		Exhibits	3
tions						
School dis	cipline 168	Pupil seli	govern.	- 41		ling 3
26		ment			Circle	
Music	97					4
Drawing	102				Penmanship	4
Teaching o	f) 164	pupil	Ls)		Geography	2
Morals)					

Number who gave no subjects emphasized - - - - - 40



Chapter VIII.

Handicaps Experienced by Rural Superintendents and Suggested Improvements.

The handicap which the largest number of rural superintendents have met is untrained and inefficient teachers. Seventy-eight per cent refer to this draw back. The next greatest hardship is too many schools to supervise. A surprising feature was the small number who claimed to be handicapped by politics. Thirty-three superintendents gave no handicaps whatever. One said that he had eliminated all of them. The following additional list of handicaps was given by from one to five each. They are given in rank of numbers from five to one, - too small salary, poor school equipment, lack of legal authority, poor school attendance, bad roads, parochal schools, ignorant school officers, small schools, long distance to schools, small taxing unit, school boards which are afraid of criticism of parents, non-uniformity of text-books, rural schools are merely practise schools, unequal valuation of school districts, ignorance in choosing teaching by school boards, too much cotton gathering, small county (little) time, lack of home teachers, community jealousies, teaching too many school subjects per day, magnificent areas, moving pictures, leniency of parents to children, envious teachers, ignorance and prejudice, nepotism, social conditions, unpractical course of study, lack of money although taxes are as high as possible, lack of cooperation of men of money and power, short school terms, undeveloped condition of country, and lack of time for actual supervision of teaching.



Table 80.

Distribution of Fural Superintendents with Peference to the Handicaps which have seriously impaired the Efficiency of their Supervision.

Handicaps	Frequency	Handicaps	Frequency
Untrained, inefficient teachers	250	Lack of clerical help	180
		Low taxes	149
Too many schools to			
supervise	191	Lack of cooperation of school officers	121
Disinterest of school patrons	188	Politics	78
pa 01 0116	100	.011010	

Number who gave no handicaps - - - - - - 33

Suggested Improvements of Rural Schools.

Three hundred and twenty-five superintendents gave what in their opinion would add most to the improvement of the schools in their counties or districts. Of this number, 266 or 81 per cent of them say that higher qualifications of teachers will aid most. The other things suggested to them follow in rank:- higher wages of teachers, better school buildings and apparatus, cooperation of teachers and patrons, using the school as a social center, a longer school term, cooperation of teachers and closer supervision.

To those were added many suggestions of their own.

The one most often suggested was that of consolidation of schools. Othere were: schools made to fit the child to environment, better attendance, the township unit of supervision



compulsory educational law, closer relation between home and school, better attitude and interest of patrons, better care in the selection of teachers, county unit of supervision, more money, better roads, teachers especially prepared for rural schools, larger state tax, laws governing the erection of school buildings, efficient school officers, school papers to interest patrons, text books furnished by the state, better course of study, regulation of number of pupils to teacher by law, equal social standing of teacher and patron, less *red tape', rural high schools, compulsory attendance enforced by county officer, less crowded programs, one supervisor for every fifteen schools, county commencement, full time of superintendent to supervision, better teachers in normal schools and colleges to teach the prospective teacher, all schools to open and close at the same time of year, better play grounds, cooperation of church and school, and cooperation of school and shop. Some of these suggestions overlap and some include many others, but they have been quoted as given so as to get the exact ideas of these superintendents.

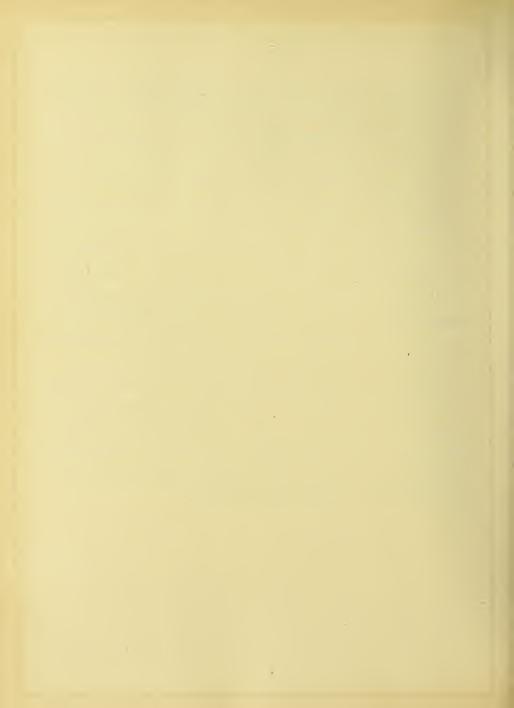


Table 81.

Distribution of Superintendents with Feference to Suggested Improvements for their Schools.

Suggested	Fre-	Suggested	Fre-
Improvements	quency	Improvements	quency
Higher qualification of teachers Higher wages of teachers Better school buildings and apparatus Cotperation of patrons and teachers Using school as a social center Longer school term Cotperation of teachers Closer Supervision Consolidation of schools Better attendance Schools made to fit the child to environment	266 230 227 216 C 212 163 131 116	Better attitude and interest of patrons Township unit of supervision Better care in the selection of teachers ompulsory educational law Coser relation between home and school County unit in supervision More money Better roads Teachers especially prepared for rural schools	4 3 3 2 2 2 2 2 2 2
The State St	W. M. HORSELEN STREET, MAN AND ADDRESS.		



Chapter IX.

The Typical Rural Superintendent of the United States.

answers to the various questions, one might find a superintendent who would be typical of those represented. It is
not likely that such a one exists, but one might imagine one
endowed with the average qualifications and doing the average
work of this group. This average, or typical, or median superintendent is not an ideal one by any means. He stands between the poorest and the best; it is doubtful whether he has
reached the halfway point of our ideal superintendent. But
it is not the intention to find ideals by this investigation only to find what really exists, and, by "typical" is meant a
superintendent of average or median qualifications and doing
an average or median amount of work, as shown by the returned
questionnaires.

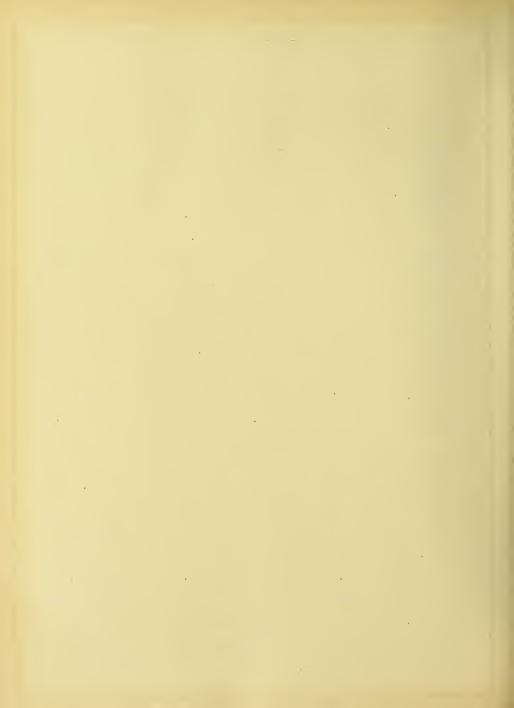
The typical rural superintendent of the United States is a male, thirty-nine years of age, and was born in the county in which he now resides. His father's occupation at the time he began to teach was farming and his parental family consisted of six children. His father and mother were born in the United States and English was spoken in the home. He is married and to a woman who is not a graduate of a secondary school.



He has attended a secondary school from five to six years. His major subject in college was language and he holds a state certificate. No academic work has been done since election but he attends both sectional and state conventions. He taught school twelve years before election, five of which were spent in a country school.

His salary is \$1400 per year. He supervises 129
teachers, visits only a few of them more than once and spends
from one to two hours at each visit. He aims to improve his
teachers in service by holding one county institute, one towny
ship institute each year, by giving credit for reading circle
work and by sending circulars to them. He holds about four
teachers' examinations at which 108 teachers are examined annually. He grants 69 certificates to these and renewes 44
because of their successful work and professional interest.

He requires reports concerning attendance monthly, concerning age, grade, and individual peculiarities, once per term, and text books, apparatus, and programs annually. He uses no form to judge or measure the merits of his teachers, holds no patrons' clubs or meetings and sends no circulars to them. He spends 100 days in school visitation and 140 days in clerical work. He has no assistant. He has emphasized the study of agriculture and the State Course of Study in his county. He has been handicapped by lack of clerical help, too many schools to supervise, untrained inefficient teachers, and disinterest of patrons. He would suggest as improvements



of the rural schools: - higher qualifications of teachers, better school buildings and apparatus, higher wages of teachers, cooperation of patrons and teachers, and using the school as a social center.

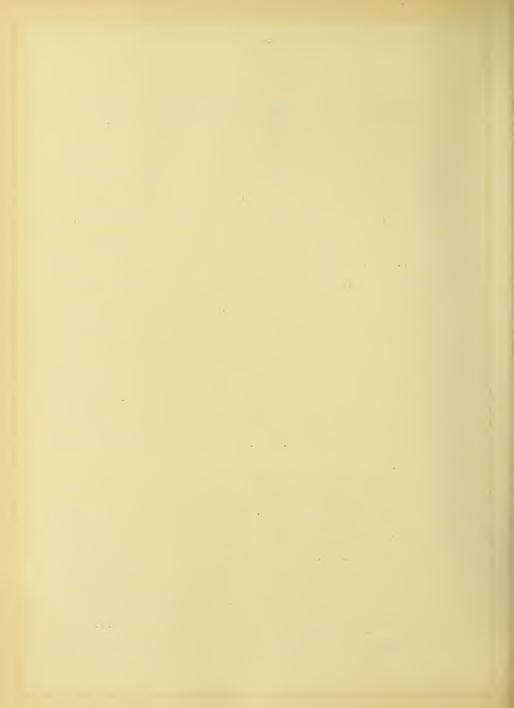


Chapter X.

Correlation of Time Spent in Supervision of School Visitation with Number of Teachers Supervised.

The superintendents who gave the number of both the days spent in school visitation and the total number of teachers supervised numbered 157. The number of teachers supervised and the time spent were compared or correlated. The coefficient of correlation by like and unlike signs was negative .0628. This means what common sense teaches us that the amount of time that may be spent in supervision decreases as the number of teachers increases. That this does not hold true inspecial cases is shown by the following: One superintendent spends 150 days supervising 15 teachers, another spends 150 days with 83, another 150 days with 512, and another spends 30 days with 250 teachers, another spends 144 days with 30. Taking 102 superintendents who have no assistants at all and by the same method the coefficient is .1843. There is practically little difference.

The data taken from Superintendent Blair's last report (1912) gives a coefficient of .218 for those with and without assistants. Correlating those without assistants, we obtain a coefficient of .368. From the same data we find that 12 of the 30 superintendents of Illinois who have assistants spend less than 100 days in school visitation. The average number of days spent in school visitation in 1912 in Illinois was 98.8. The average number of teachers per county for the same year was 297.



Correlation of Academic Training with Professional Interest.

The time spent in visitation by days, the institutes attended, other than county, the township institutes or meetings held, other teachers' meetings held, circulars sent to teachers, other means of improvement of teachers given, use of teachers' reports other than filing or making annual state reports, patrons' meetings and circulars sent to patrons to interest them in their work were considered in trying to find the effect of academic training upon the efficiency of rural supervision. These are the things that they might do voluntarily without being driven by law. These things were measured according to their own statements. The number of meetings held or circulars sent was not taken into consideration, merely the fact that they did these things. These things show an attempt to do something other than hold down an office chair.

Those having normal or college training or both make the best showing in all but two comparisons. These were; the use made of reports sent in by teachers and the median number of days visitation of school.



Table 82.

Distribution of Rural Superintendents with Reference to professional Interest taken as measured by the following items. (Percentages of groups are taken instead of numbers.)

Academic preparation	Attending associations other than in own county	Hold township Institutes	Hold other teachers' meetings	Send cir- culars to teachers
Less than a year or no- thing beyond High School	83	38	32	6 9
Two or more years of normal training	97	60	50	87
Hold college degrees	9 5	5 9	5 5	81
Academic preparation	Uning other means of improvement	used fo	r Patro: .se Clubs erely Meetin	or Patrons
Less than a year or no- thing beyond High School	32	4 4		32 34
Two or more years of normal training	5 4	35		40 41
Hold college degrees	47	35		35 35



Table 82 (Cont'd)

				_
	Academic Preparation	Days Visi Average		
	Less than a year of nothing beyond high school	91	100	
	Two or more years of normal training	92	100	
	Hold college degrees	9 6	100	
ı	AND THE STATE AND THE WAY AND			

Number	in	first group 49
11	Ħ	second "117
11	11	third " 117
, "	11	first group visiting 100 days 3
Ħ	Ħ	second group visiting 100 days 17
ff.	Ħ	third group visiting 100 days 14

Comparison of County, District and Township Units of Supervision.

Illinois county superintendents, New York district superintendents, and the township superintendents of Maine, New Hampshire, Ohio and Vermont were taken as representative of the above units.

Fifty-four rural superintendents from Illinois, twenty four from New York and twnety-eight from the other four states are compared. Three per cent of the superintendents of Illinois, 25 per cent of New York, and 7% of the other states are women.



Illinois has the oldest superintendents and pays the highest salary. All are native born and New York has the largest per cent born in the county and state in which they are now living. It has also the highest per cent reared in English speaking families, but it has the lowest per cent of native parentage.

Strange to say, the New England states and Ohio have a larger per cent whose fathers were farmers than either New York or Illinois.

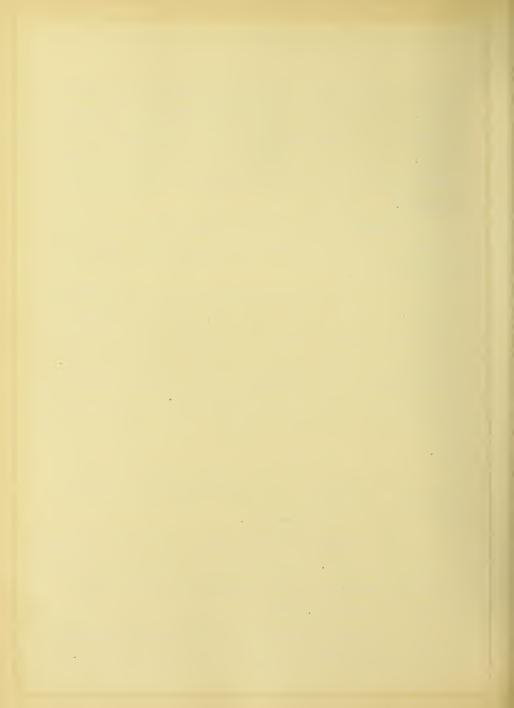
The Illinois superintendents are from the largest and New York's from the smallest families. New York has the fewest married men and women and the lowest per cent of wives and husbands who have been graduated from secondary schools.

New York leads in the percentage of those attending high school and normal school, but the New England states and Ohio lead in the per centage of college attendance, and the number of degrees held.

Only 20 per cent of the superintendents of Illinois held state certificates at the time of their election as compared to 95 per cent in New York.

Their academic training since election does not amount to much ih any state. In attendance at sectional and mational educational meetings, Illinois stands first, but for those of the state, New York, leads.

The Illinois superintendents have had more experience in rural schools and less in city schools than the others.



They have also had longer experience in both teaching and supervision, and a larger per cent were engaged in teaching before election.

Illinois has the largest average number of teachers under the supervision of one superintendent, but the superintendents of Illinois spend the least time in supervision.

The New England and Ohio superintendents have the fewest number of teachers and spend more time in supervision than those of Illinois, but less than those of New York. Sixty-four percent of the former visit their teachers six or more times, while none of the Illinois superintendents visit any of their teachers more than three times.

Illinois has a larger number of Teachers' Institutes and a larger attendance, but in proportion to the number of her teachers it is smaller than in the other states. A larger number of New York superintendents hold township institutes, but those of Illinois hold more local teachers' meetings. A larger percentage of the Illinois teachers do the Teading Circle Work.

New York superintendents send more circulars to teachers as a means of improvement of their work than the other states.

Illinois superintendents hold far more teachers! examinations than the other states.

Illinois superintendents call for more reports from their teachers than the others. More claim to use them for



other purposes than the Annual Report in the other states.

Eighth grade commencements, the State Course of Study, agriculture and flexible grading have been emphasized most frequently by the Illinois superintendents; the State Course of Study, agriculture, and medical inspection have been emphasized in New York; and school discipline, agriculture, play grounds and the use of the English language have been emphasized by the remaining states.

All claim that they are handicapped the most by untrained, inefficient teachers, and the least by politics.

All sections agree that higher qualifications of teachers are needed most in the improvement of schools. A trifle larger per cent of the New England States and Ohio think so than New York or Illinois.

In general, the Illinois superintedents are the poorest qualified, receive the highest wages, have the most teachers to supervise and do the least supervising of the three sections compared.

The township superintendets seem to be a little better qualifi ed academically, spend less time in supervision, and receive less wages than those of New York.



Table 83.

Comparison of the Rural Superintendents of Illinois New York, and the New England States and Ohio or of County, District, and Township Units as Represented by these States.

	ems in		inois		New York		Vt.
Qu	estionnaire	Num-	Per-	Num-		Num	
	and disprising twee tracks are only may have made track area, and, and	ber	cent	ber	Cent	ber	cent
1.	Number from ea	ch					
	State	54		24		28	
2	Sex						
~ .	Male	52	96	18	7.5	26	0.2
	Female	2	3	6	25	2	92
		_	· ·	•		~	'
٥.	Age	4.3		37		0.0	
	Average Median	41 42		37		38 36	
		* 4		23		30	
4.	Salary					2	
	Average	\$1859		1483		31012	
	Median	2000		1500		1035	
	Nativity		3.0.0	0.1	1.00	0.0	100
5.	Native born		100	24	100	28	100
1	Born in prestate of re						
	ence.	46	85	24	100	17	60
	Born in pre		30		200		
	county of r						
	ence.	33	61	16	66	11	3 9
	Average yea						
	residence i			2.0		4	
	county	17		10		4	
6.	Language of						
	father's hor						
	English	51	94	24	100	27	96
	German					1	
7.	Nativity of						
	Native	47	87	20	83	27	96
	Foreign	7	12	4	16	1	3
	Nativity of						
	Native	52	96	21	87 12	25 3	89
	Foreign	2	3	3	12	3	10
8.	Father's occi						
	Farmer	32	5 9	15	62	20	71
	Business	2		3		3	
	Profession Laborer	n 3 2	2 9	1	21	1	21
	Artisan	7			27	1	e †
	Retired	2		1		1	
	Deceased	6	11	4	16	2	7



Items in	III	inois	New	York	Me.N.H.	,Oi Vt.
Questionnaire	Num. ber	Per- Cent	Num	Per cent	Num	cent
9. Father's family Average Median	6	maga - 1980 1-1990 1-1990 1-1990 1-1990 1-1980 1-1980 1-1980 1-1980 1-1980 1-1980	4	a maga antino mang mang mang mang mang mang mang mang	5 6	
10. Marital State at election ·						
Married Single	42	77 22	12 12	50 50	20 6	7 6 2 3
Scholarship of Hus- band or Wife. High School Grad. Normal " " College "	16	47 2 7	3 2 1	25 16 8	8 2 3	65 10 15
Average years Median years Normal school	34 3 3	62 53	24 3 1/2 4	100	27 3 4	96
Average years Median years	1		2	0 2	1 2	
College or Uni- versity (Number) Average years Median years	2 6 2 2	48	3 12 3	50	17 4 4	
Major subjects Mathematics History Education Science Political science Economics English Law	3 3 3		1 1 4 3		6 2 1 6 2 4	
Classics Medicine Degrees Held A.B. B.S. LL.B. B.P.	11 3 3 2 2 .	20	3 1 11 4 1	45	19 9 4 1	67
A.W. M.D. Ph.B.	1		3		3	



Items in			linois		York		,0, Vt.
Questionnaire			Per-	Num-		Nu-	
The second sections and respected with rest programming and respected		ber	cent	ber	cent	<u>ber</u>	cent
12. Certifica							
time of e	lection			1			
County				-		1	
First		41				_	
Secon	d	1					
State		11	20	23	95	24	85
Super	intendent					٥	
13. Number ra	ising grade						
of certif		2	3	3	12	8	26
14. Academic	bandadaa adaa						
election		3 0					
Total		215		24		232	
Normal :		12		2.4		28	
	or univ.	54		14		62 24	
	on course ng training	149	18	4	16	11	39
110111111111							
15. Convention							
Number a Sections	attending	52	96	21	87	22	78
State	* 7	44	84	23	95	21	7 5
National	L	20	38	2	3	4	14
16. Years expe							
vision	and super-						
Average		19		22		13	
Median		19		17		12	
Country so							
intender	of super-	50	92	17	70	23	82
Years to			• •	- '			
Averag	ge	6		4		6	
Mediar		5		4		4	
Village so Number	hool (grades	13	24	5	20	7	2.5
Years ta	ught	7.0	2 1	3	20		2 3
Averag		5		1		3	
Mediar		2		2		1	
Department	teacher						
in grades Number		4		5		1	
Village or	town					_	
principal							
Number		37	68	8	33	9	33
Years to		4		6		4	
Averag Median		4		6		4	
Ward princ		3	5	2	8		



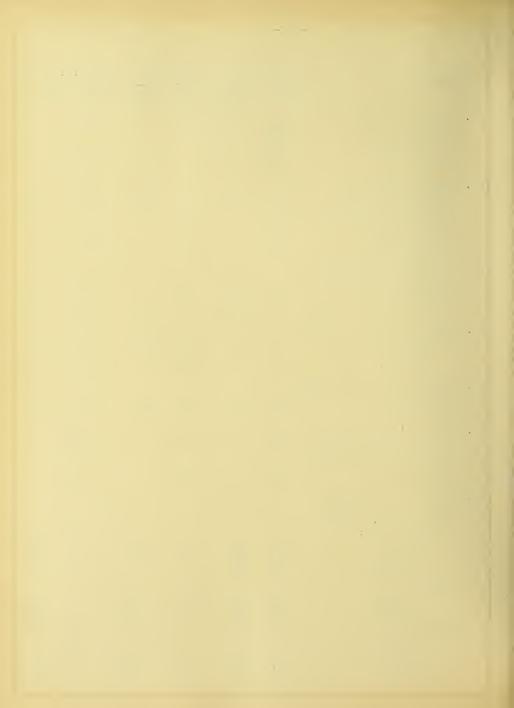
Items in		inois		York		N.H;O;Vt.
Questio nnaire		Per-	Num-		Nu L-	
	ber	cent	ber	cent	ber	cent
High school teacher and academy teacher	3	5	12	50	9	3 3
High school principal	5	9	8	33	13	46
Supervisor of special subjects			0		2	7
Assistant city super- intendent	1		0		1	3
City Superintendent Number Average years taugl Median ""	13 ht 7	24	0		4	14
Normal school teachers College or university	3		0		0	3
County Superintendents Number giving years Years in Office	38	70	21	87	21	75
Average Median	6 7		4 2		4	
17. Business before electi Number teaching Years engaged	ion 48	88	17	70	22	78
Average Median Number eganged in:	15 14		12 10		12	
Farming Business Artisans	1 1 1		3		1	
Laborers Professions Housekeeper	1		2		1	
or at home			1		1	
18. Schools under Supervi Number superintender	nts					
answering City Average number Number of superinter	50 460 9				3 63	
answering Town Average	53 540 10		21 123 5		13 97 7	
District one-room schools	52				25	
Number of superinter answering	5737		1030		266	



ı							
П	Items in	Illi	nois	New Y	fork	, la 8 . , I	O, Vt.
н	Questionnaire	Num- ber	cent		cent	A. U. MA	cent
H	- CADD CIONNAILO						
۱	District Twc-room						
1	Schools	117		67		37	
1	Number of super-			• •			
	intendents answering	29					
1	Average	4		3		2	
Ш	Township high schools	41		20		19	
1	Number of super-			_			
H	intendents answering			5			
1	Average	1		4		1	
1	Consolidated						
1	Number of schools	5		5		10	
	10 Manahama annamatana	11022		1056		619	
	19. Teachers supervised ? Average number			1,956		22	
	Average number	611		0.1		2 2	
	20. Visitation						
1	Number of superin-						
1	tendents making one						
П	visit	53	98	21	87	28	100
		2	3	19	79	27	96
ı		6 1	1	15	62	24	85
ı	" "four			7	29	20	71
ı	" " five			3	12	18 18	6 4 6 4
1	" "six			1	4	10	0 4
1	21. Time spent at each vi	23+					
ı	Number spendin	. 3 . 9					
ı	" " %-1h:	r. 12	22	1	4	4	14
ı	" " 1-2 "	21	38	11	45	13	47
П	n n 2-3	14	25	6	25	1	3
ı	" " 3-6 //	4	7	5	20	7	25
ı							
ı	22. Total number of teach	ers					0.0
ı	visited more than onc	0 1,769	15	1,351	69	617	99
ı	Average number			64		22	
ı	Total number visited	364	3	1014	52	583	9.4
1	more than twice Average number	10	٥	50	30	20	7.7
ı	Average number	10		30		20	
	23. Total number of count	v					
1	institutes held per y	r. 84		31		28	
-	Average	1		1		1	
	Total length in days	229		45		72	
1				1		2	
	Average Total attendance	11,296		2,122		2,640	
	Average "	209		132		132	
		000				136	
1	24. Township Institutes	293		65		130	
1	Average Number of	10	_	3 -	1	8+	
	institutes	10		3 -			
L							



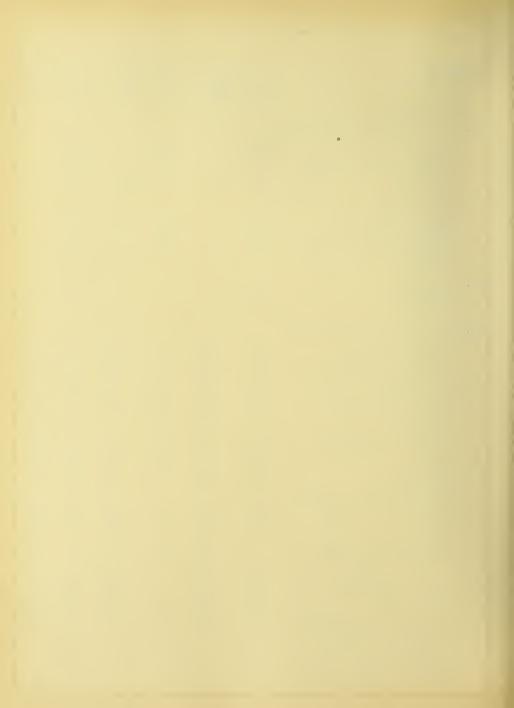
	tems in		inois		York		., 0, Vt
Q.	uestionnaire	Num-	Per-	Num-			Per-
	and this time time and this time time and time and area and area and area and area and area and are	bor	cent	ber	cent	ber	cent
105	0.11						
25.	Other teachers!	0.77.0		7.4		0.0	
	meetings	372		14		93	
	Average number of	12				7	
	meetings					4-7	
	Median	2				4-1	
20	Week and a second day						
20.	Number reporting	51	94	9	37	13	4.6
1	Reading Circles Average percent of	2.1	74	7	31	13	-3 0
	teachers doing work	88		59		71	
	Median number	00		3 3			
	doing work	9.5		50		80	
	Recognition for Read-	, ,		30			
	ing Circle Work						
1	Number of superint-						
	endents giving renewa	1					
	of certificate	44	86	0		2	15
	Professional credit	8	15	7	77	3	23
	11010001011011		20			•	50
27.	Number sending circular	S					
	to teachers	49	90	22	99	14	50
	Average number of						
	circulars sent	6		6		6	
28.	Number using other mean	S					
	for improvement of teac	hers					
	in service	30	5 5	12	50	11	39
29.	Teachers' examinations						
	Number held annually	290		30		26	
	Number of superint-						
	endents reporting ex-						
	aminations	5 4		15		9	
00	7						
30.	Frequency of reports						
	required concerning						
	Attendance. Number						
	requiring it:					9	32
	Weekly	9	16	24	100	9	32
	Monthly	22	40			8	28
	By term	19	35			5	21
1	Annually						
	Monthly	5	9	5	20	1	3
	By term	19	35	2	8	7	25
1	Annual	22	40	10	41	9	32
1	Grade	2 2	30	10	41	9	32
	Weekly					1	3
	Monthly	4	7		8	28	
	Term	24	44	12	50	1	25
1	Annual	20	37	3	12	1	3
						-	
-							



			THE COLUMN TWO IS NOT THE OWNER.			
Items in	Illi Num-	nois Per-	Num-	York	Me.N.	H.O;Vt. Per- cent
Questionnaire	ber	cent	ber	Per- cent	ber	cent
Individual peculiarities Weekly Monthly Term Annual	2 14 13	3 25 24	5	20	1 3 4 1	3 10 14 3
Textbooks Monthly Term Annual	7 22	12 40	10	41	2 5 3	7 17 10
Reference books Monthly Term Annual	12 28	22 51	14	58	2 2 7	7 7 25
Apparatus Monthly Term Annual	15 22	2 7 40	14	58	3 4 6	10 14 21
Daily Programs Monthly Term Annual			7	29 45	2 12 3	7 42 10
Condition of buildings and grounds Weekly Monthly Term Annual	7 31	12 57	2 11	8 45	1 1 2 2	3 3 7 7
31.Use Made of Reports. Number using to file and for Annual Report only flumber using for supervision and improvement	14	25	8	33	6	21
of schools	28	51			8	28
32.Number having a form or standard to measure merit of teachers	37	68	5	20	4	14
33.Number holding patrons' clubs or meetings	18	33	9	37	7	25
34.Number sending circulars to patrons	30	55	11	45	7	25



Items in	Ill	inois	New	York	Me; N. H	1.0; Vt
Questionnaire	Num-	Per-	Num-	Per-	Num-	Per-
	<u>ber</u>	cent	ber	cent	ber	cent
Supervision.						
35. Total number of days spent						
in actual supervision of						
schools	3,903		2,375		2142	
Average number of days	95		125		102	
Number of superintendents reporting	41	7.5	1.9	79	21	7.5
100101118	47	7 3	7.3	13	27	1 3
Clerical Work.						
Total days spent in					4.45	
clerical work	3,415		1507 107		667 55	
Average number of days Number of superintedents	28	51	14	58	12	42
reporting	20	01	4.4	30	20	* ~
36.Assistants						
Clerical Supervisory	16		1		1	
Supervisory	9					
37. Number who have emphasized						
the following:-						
Manual Training	16	29	2	8	8	28
Domestic Science	19	35 12	5 2	20 8	8-	28
Vocational Training Agriculture	43	79	19	77	14	50
School Gardening	10	18	6	25	6	21
School Decoration	26	48	10	41	8	28
Athletics	9	16	1	4	7	25
Flexible Grading Midyear Promotions	4 3	7 4 5 5	4	16	6 4	21
School Discipline	25	46	11	45	16	57
Music	19	3.5	4	16	10	35
Drawing	18	33	6	2 5	9	32
Playgrounds	18	33	8	33	14	50
Following State Course of Study	44	81	20	83	9	32
Teaching of Morals	28	51	5	20	12	42
Physical Training	7	12	3	12	6	21
Sex Hygiene	1	1				
Medical Inspection	6	11	16	6 6	5	17
Eighth Grade Commence-	4.0	85	7	29	6	21
ments Oral composition	46 16	29	7	29	10	35
Use of English language	25	46	7	29	14	50
Oratoricals	11	20	4	16	9	32
Pupil self-government	3	5	2	8	2	7
Reduction of Homework	6	11	1	4		
Credit for Homework contests			1	4		
Boys and Girls Clubs	1	1	1	- 7		
Exhibits, school Fairs		_			1	3

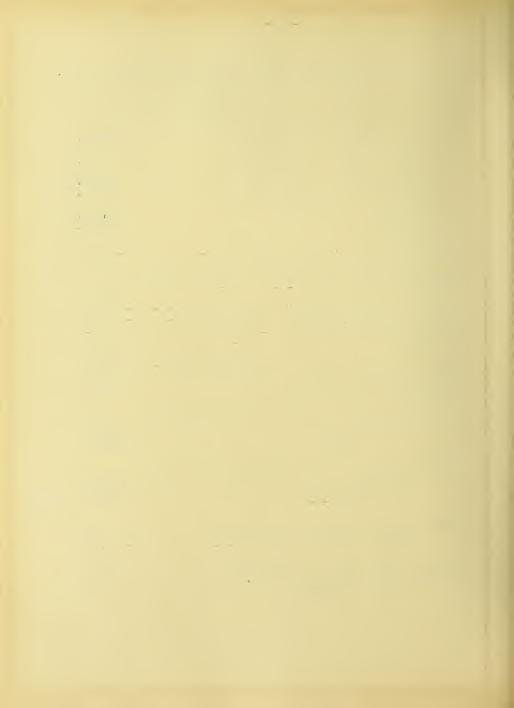


Items in		inois			Me, L.	
Questionnaire	Nux- ber	Per-	hun-	Per-	ber-	Per
38. Number who have been handi-						
capped by the following: -						
Lack of clerical help	29	5 3	10	41	5	17
Low taxes	26	48	11	45	10	35
Too many schools to super-						0.2
vise	32	59	13	54	6	21
Untrained, inefficient		4.5	2.6		22	78
teachers	33	61	16	66	22	78
Lack of cooperation of		40	7	29	6	21
school officers	32	40	'	29	0	21
Disinterestedness of school	28	51	15	62	13	46
patrons Politics	10	18	1	4	5	17
FOIITIES	10	10	-	73	9	T 1
39. Number who advise the follow-						
ing to improve the schools:-						
Closer super vision	22	40	9	37	5	17
Higher qualification of						
teachers	42	77	18	75	22	78
Higher wages of teachers	32	59	10	41	21	75
Better school buildings						57
and apparatus	33	61	18	7.5	19	3 2
Cooperation of teachers	12	22	6	25	9	32
Cooperation of patrons			2.4		21	7.5
and teachers	28	51	16	66	21	, 3
Using school as a social	0.4	44	12	54	11	39
center	24	55	5	20	9	32
Longer school term	30 2	3	3	4	2	7
Consolidation of schools	2	٥	1		~	
Make township, not district the unit	2	3				
the unit	۵	-				



Chapter XI.

Illinois School Statistics from Annual Report of 1918 Rumber of county superintendents 102	
Salaries paid to Fural Superintendents by	
State Auditor \$ 193,500.00)
County board 4,739.25	ś
Incidentals Salaries of assistants 37,105.52	
Total 265562.59 Average 2,603.55	
Number of teachers' examinations held 665	
Number of schools not visited by county superintendents or assistant 1141	
Number of county teachers' institutes held 135	
" " counties holding " 97 Average length of days 5.7 Enrollment 19,791	
Number of County Teachers' Associations held - 275 Total attendance 13,870 Number holding associations 93	
Addresses delivered by county superintendents- In county 848 Outside county 166 Total 1014	
Days attendance at other educational meetings In county 389 Outside of county 349 Total 738	
Assistants Number allowed by county board 36 Number who visit schools 13	
Number of days spent in visitation 9988	
Average number of days per county spent in visitation 98	



Statistics 1911

Number	o f	days	spent	in	visitation 3,966
11	11	11	11	11	examinations 3,697
11	11	11	11	11	institutes 912
Ħ	11	Ħ	11	11	office work 14,612
Ħ	11	11	Ħ	1	other official work - 2,606
					30,593



Chapter XII

Views of State Superintendents concerning Rural Supervision.

At the same time that the questionnaires were sent to the county superintendents, a request was sent to all of the State superintendents for their last Annual Report and anything that they had issued recently concerning rural supervision. All but a few sent the material requested and 29 expressed some opinion concerning rural supervision.

Twenty-five said that closer supervision was needed to improve the condition of the rural schools. The New England States and Ohio, who had township supervision desire more supervisors who are better qualified, although these are as a rule better prepared academically than the county superintendents of the other states. At least, seventeen of the state superintendents aim to secure closer supervision through the consolidation of schools.

Eighteen ask for better supervisors or superintendents, using these adjectives to express their meaning: efficient, professional, higher qualified, expert, trained, competent, intelligent, skilled, and higher academically qualified.

Four think that setting up a standard as a model will help improve the schools. Others desire the interest of the patrons and better qualified teachers.

I have quoted a few lines from these superintendents. I selected them from different sections of the country.



Supervision.

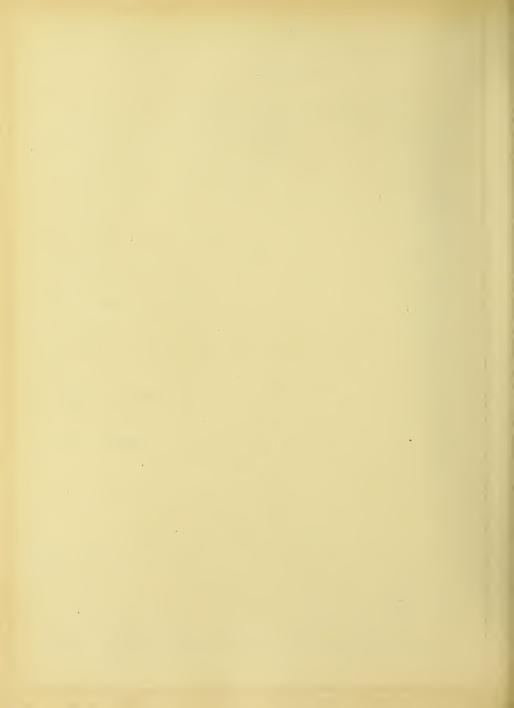
"The question is often asked, What can be done for our rural schools? The prevalence of such a question indicates that the rural schools are not what they ought or can be. It is not the belief of the writer that our country schools have made no progress within the last twenty years, but the progress which they have made is not equal to the progress made by the city schools within the same period. What is the chief point of difference between the city school system and that of the rural schools? It is largely a matter of supervision. In the city there is a superintendent, who is the official head of the entire system. Each ward or district school has a principal, who supervises that school under the direction of the superintendent. The superintendent is the guiding power of the entire system, and through his principles can direct the work of every teacher. By this means the superintendent can assist every teacher in keeping in touch with the best educational thought and methods."

Ohio School Feport, 1911, p. 7.

County Superintendents.

"The first paragraph of a brief article on the County Superintendent in the last biennial report of the State Department of Education reads as follows:

"The county superintendent of schools occupies a very important position in the administrative affairs of our



school system. The efficiency of the schools under his supervision will depend, in a large measure, upon his ability to organize school boards. He should be a man of broad educational preparation and of extensive and successful teaching experience. To inspire and hold the confidence of his teachers and school board members, he must be looked upon as a man fitted by nature and by training for his special work. Without these qualifications, he fails in the elements of leadership, and without leadership his work is sure to fall short of that justly expected of him."

Utah, Annual Report, 1912, p.19.

Undoubtedly the greatest problem in the State dong school lines is the problem of the one-room school. This is true for the following reasons:

- 1. It has been most neglected.
- 2. It is most difficult to reach by supervising officers.
- 3. Its trustees are usually men with least school experience
- 4. Its teachers are most inexperienced.
- 5. Its teachers are most lacking in preparation.
- The recitation periods are shortest by reason of the multiplicity of grades.
- 7. It has been the last to attempt grading.
- 8. It has fewer vitalizing activities.
- 9. It has moorest equipment, by reason of the handicaps mentioned heretofore.



- 10. It is the last to attract notice by the authorities and to receive intelligent study.
- 11. It has the shortest term.
- 12. It has least funds."

Annual Feport of Department of Education, Alabama, 1913, p.33.

County Superintendents.

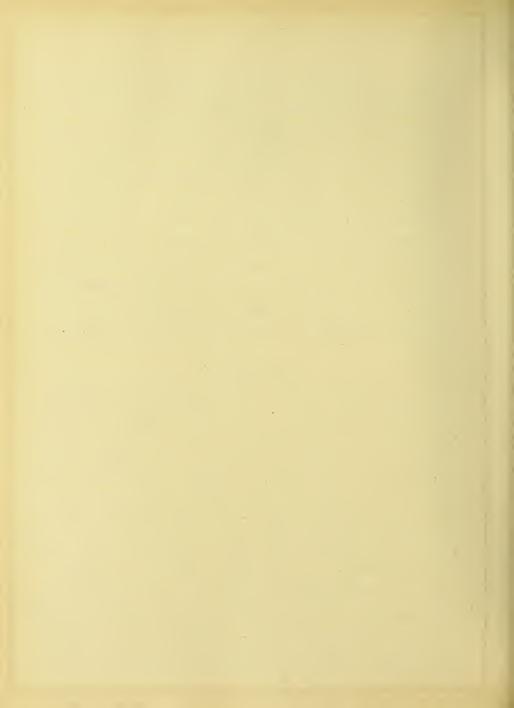
"In many ways, one of the most important officers in the whole school system is the County Superintendent. Through him the plans and the suggestions of the State Department are carried out. Teachers and trustees depend upon him for advice and help. To a degree, greater than most people realize, the schools of the country reflect the personality of the county superintendent. Their task is one of immeasurable importance. It is a service that calls for the highest order of talent. Our city schools are supervised by men chosen because of special fitness and preparation. Their salaries are, in most cases, almost commensurate with their duties, and their tenure of office depends upon their success as administrators. They are measured by no political guage. Our present system of selecting and dismissing county superintendents is a menace to our schools. That officer is called upon to do so much clerical work that the time which should be given to supervision is spent in doing office work. The great majority of the children of the state can never come into their own until the



county superintendents are selected because of their education—al fitness, and the office is completely divorced from politics. They should be paid in proportion to the magnitude and importance of their work, and having proved their ability, should be retained in the office as long as they render efficient service. In the name of justice, I plead for the 34,068 rural school children. Adequate salaries, efficient and reasonable assistance and tenure of office are immediate needs. This greatly needed reform can come when educators, and all real friends of education shall unite to secure this righteous condition. It is my earnest hope that the Twelfth Session of the Idaho Legislature will take steps to right this wrong.

Consolidation.

"There is a growing tendency in all states toward the consolidated district. It affords better educational facilities than the small country school; it enables a country school to offer, within the reach of the farm houses, as good advantages as a city school. It makes it unnecessary to send the boy and the girl away from home for a high school privileges, or the parents moving to the city to give them this opportunity. Some of the best work in the state is being done in the consolidated districts. A consolidated district is much cheaper than the several individual districts; it equalizes the cost of schooling - the thinly populated, outlying district pays no more per capita than the other. Fewer teachers are needed as the work is divided, and a system of supervision may be es-



tablished; at least one well-educated, experienced and broadminded teacher may be employed, whose supervision of the inexperienced teachers will produce results. The health of the
children is better, as they are conveyed in wagons, thus
avoiding the recessity of sitting in school with damp feet and
clothing. The attendance is more regular when conveyed to
school, and tardiness is almost unknown. The work by the
children is better, as numbers give life and stimulation."

Idaho, Annual Feport of 1912, pp. 19, 23.



From the information gained from this study, it seems as if rural supervision is not all that it should be. This is admitted by both the county superintendents and the state superintendents. The county superintendents suggested higher qualifications of teachers, higher wages of teachers, better school buildings, and apparatus, and cooperation of patrons and teachers as the four things which would add most to the improvement of the rural schools. The state superintendents think that closer supervision and better qualified superintendents are needed most. To this, I would suggest taking the office out of politics. That is, elect the superintendent by a board chosen for that purpose instead of by popular vote. This is the method of election of most city superintendents, and since it is generally conceded that city supervision and city schools are far in advance of that of rural schools it might be a good plan to imitate or follow their example in this respect.



Appendix.

The following quotations from various writers

on rural supervision is appended in order to give the general trend of thought at the present time:—

"Massachusetts rural school supervision is by far
the best in the United States. Indeed this is the only state
in which every rural school has close, expert supervision.
As a result the rural schools are exceptionally good. True,
not all are equally good but few dre really poor.-----

"The state requires that every town too small to have a superintendent of its own shall be in a "district" that shall employ a superintendent whose expert ability has secured for him a certificate from the state board of education and who shall be paid not less than \$1500, and no such superintendent shall have more than 50 teachers to supervise.

"Of this \$1500, the state pays directly or indirectly \$1250. Of this, \$500 is conditioned upon the better pay of the teachers."

*A. E. Winship, Journal of Education, May 15, 1913, p.541

"Two years ago Mr. Tobin, (County Superintendent of Cook County, Illinois), said in his report as county superintendent:-

"A paradoxical condition exists in the supervision of our public schools. In our rural and small village schools, where most needed, we have none of it. Adequate supervision is essential to all well organized school systems. Experience has proven it beneficial and economical. Good teachers, good supervision, good school buildings is the trinity that when

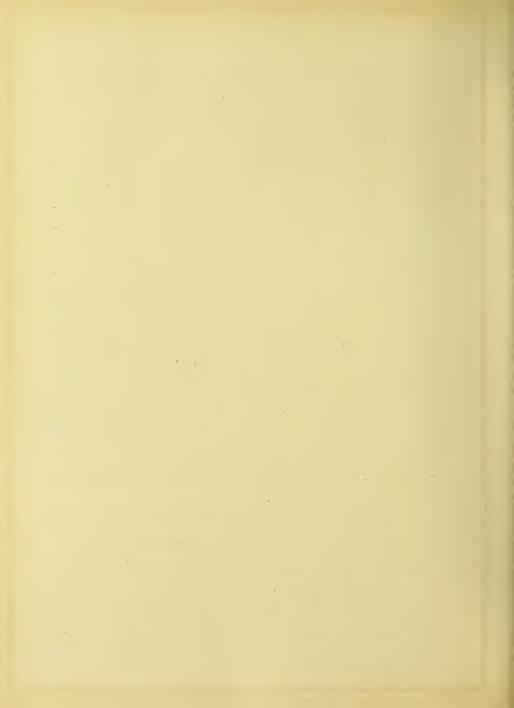


properly balanced makes good schools. Our rural schools are frequently deficient in all three. They are always lacking in good supervision.

"The rural schools of this county have never been supervised. The county superintendents do not superintend. Neither do they supervise or direct. They can not. What they really do is to inspect the schools once or twice per year. Their title is misleading. They either should be given opportunity to supervise or else be known by a title that will indicate that they really are county inspectors of schools.

"Efficient supervision of our rural schools can not be secured until they are grouped into districts of not more than 30 schools. Each district should be provided with a capable supervisor, who must live in the district and give his whole time to supervising his schools, conferring with his boards of directors, etc. In order to attract the type of men capable of supervising school work and competent in initiating and organizing for school betterment, good salaries must be paid. To secure stability of tenure they should be placed under civil service.

'The isolation of country life is not conducive to the creation of movements for social improvement. In all communities, city or country, what is everybody's business becomes nobody's business. In our cities, the initiation of movements for social betterment has not come from the people themselves. Such movements have their origin with individuals and societies who make it their work to study and investigate

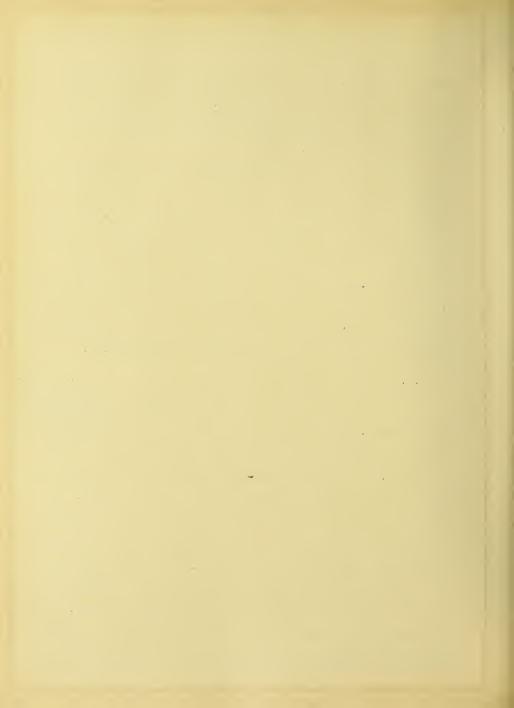


cause and effect. It cannot be expected from individuals who are not paid for their services. Social workers, paid or unpaid, and progressive public officials should take the lead in such movements.

isting conditions would be to group the rural schools into districts of from twenty to thirty schools, each district to be provided with a competent, well paid supervisor, who must reside in the district and give his entire time to supervising, directing and improving the work of the schools. Each group supervisor would be responsible to the county superintendent for the efficiency of the schools in his group as well as for the school interest developed and maintained.

A.E. Winship, Journal of Education, June 19, 1913, p.693,694.

"The rural schools are the weak point in the American school system. They are taught in the most part by makeshift teachers, who work at some employment when the school is not in session. These teachers have no professional training, and their academic qualifications are meagre in the extreme. In the state of New York alone there are 10,000 such schools and in Illinois, 10,677. Of the latter 76 have less than 5 pupils, 525 less than 10 and 1050 less than 15. As practically all the conditions are unfavorable to efficient work, their continuance constitutes a grave defect in the school system. The importance of this problem lies not so much in the number immediately affected as in the potency of their lives in



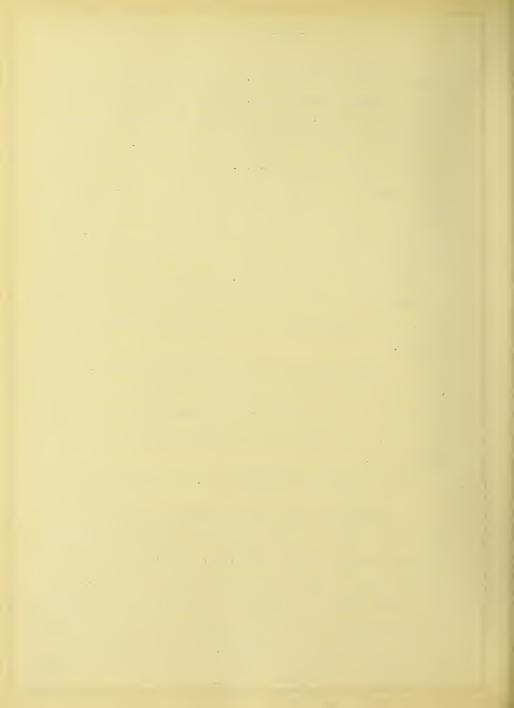
giving character to the nation.

"Consolidated Schools. These are signs that the nation has at last grasped the bearing of the rural school problem, and is determined to set natters right. The committee of Twelve of the N.E.A. after careful inquiry into all the conditions of rural education, have recommended the amalgamation of adjacent district authorities, and the erection of central schools to which children would be conveyed. To Massachusetts belongs the honor of first adopting the policy of consolidated school districts. The small, inefficient, and unsanitary one-room school has quite disappeared from that state. From Massachusetts, the movement has spread all over the west.

"783 schools have been abandoned in Indiana. The cost is less than formerly. The gain in efficiency is enormous. The central or consolidated school, indeed, promises to give to the rural child equal educational opportunity with his urban fellow."

The Teachers Encyclopaedia, Vol. 6, p. 11.

*The rural school can be brought up to what such an institution ought to be only by a great campaign of enlightenment and education along broad lines. Publis opinion must be shaped, and the public will be aroused to activity. Some of the great needs are more money, better teachers, better school plants and school grounds, as much improved and enriched course of study, and a longer school year. But of stillgreater



movement is that enlightened public opinion which knows what it wants in the rural school and how to get it.

The rural schools of Germany have as much and as efficient supervision as the urban. The normal course is the same for both and the new teacher must first be sent to the town. Teachers must be twenty four years old before beginning to teach.

With minor exceptions, rural school architecture has remained unimproved for about a generation, while during the same period there has been the greatest activity in the development and improvement of urban school architecture. School for school the expenditure for apparatus in the city is 154 times as great as that for the rural school. In the way of location, ventilation, comforts, and conveniences, the rural school is not to be compared to the city. The progress of the course of study is much faster in the city than in the country. In the teaching force there is no comparison.

The rural school has been almost entirely untouched by the hand of the skilled supervisor. The greater number of the rural schools are left to their own devices, and to the youth, inexperience, and limited knowledge of the rural teacher.

There is no other agency in our school system that has done so much for the improvement of our schools in organization, and in methods of instruction and discipline, as the superintendency. The most competent superintendents have



the best schools, and the cities noted for their excellence in school work have attained this preeminence through the medium of intelligent supervision. The annual or semi-annual visit of a county superintendent or school commissioner is scarcely to be styled supervision.

The future of our country depends upon how the rural districts bring up their children. Fields, flowers, blue sky, a neglected school, and an underpaid and ill prepared teacher are not enough, left to themselves to wield the desired influence upon these children. Trained leadership is as much needed in the development of country life and thought as it has teen needed for the same purposes in the city. Such leadership will cost something - something in money and not less, something in terms of social appreciation and confidence. The rural school of the future will be the social center of the community. It will be a seminary of physical, intellectual and moral culture. Here we shall have the telephone, the telegraph, the typewriter, the newspaper, and the magazine. It will be a consolidated school with high school subjects; it will bea well supervised school; it will have architectural and hygenic features far superior to those of the isolated rural school; it will have laboratories and rooms for other special classes; there will be experimental contact under trained agricultural leadership with the various phases and problems of farming; and it will own land on which to work.

It will have more college graduates for teachers.

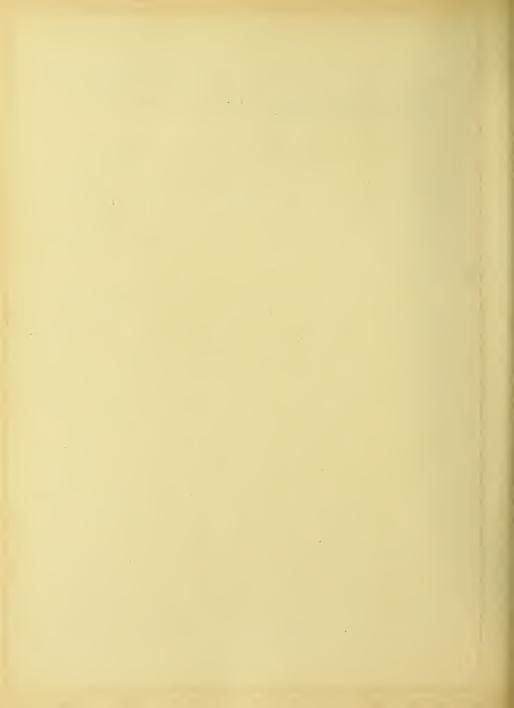
This will include those of educational training, so that the



*Quoted from John Coulter Ph.D. in "The Rural School in the United States".

*The excellence of schools depends upon the supervision. All who have any understanding of our schools see that their excellence depends upon the quality and the closeness of the "supervision"; there is no supervision in the rural districts as really capable men and women of the schools now use that term.

What is school supervision? School supervision brings the knowledge, the experience, and the spirit of a first class teacher to the everyday operations of the schools. A school superintendent does not make it unecessary to have the best teachers; he can not make up for the shortcomings of weak teachers; but he helps to prepare teachers, he helps to adapt teachers to particular places, and he helps to develop in the teachers the best teaching of which they are capable. He lays out the work of each school; he equalizes advantages to all the schools under his supervision. He advises trustees, adjusts difficulties arising between teacher and child, or teacher and parent. He must visit the school often in order to keep himself fresh and progressive in his work. He must have all the teachers together occasionally in order to effect oneness of purpose and inspire alertness and enthusiasm in all of the schools. He must quicken pupils as well as teachers.



He must be a worker, a friend of sport, a scholar, progressive,
He must have a share in educational meetings of state and
nation.

There is no such supervision in the farming district. Such supervision has developed very rapidly in the cities of the State in the last forty or fifty years. It is this that has made for the quite uniform excellence of the city schools. This has grown in the cities with their own growth. It is true that we have had supervisory officers in all parts of the state from the very beginning but progressive ideals in supervision have forged ahead in the cities and not at all in the country.*

^{*}Quoted from A, S. Draper in "Shall We Have School Supervision in the Rural Districts?".



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